

Department of Toxic Substances Control

WORKFORCE PLANNING



*The right people
with the right skills
in the right positions
at the right time.*

Acknowledgements

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I. Introduction—What is Workforce Planning?

Workforce planning can be defined simply as having the right people with the *right skills in the right positions at the right time*.

It is a planning process that provides insight into the best policies and initiatives needed to improve the overall human resources system. Workforce planning plays a critical role in developing personnel requirements/data elements, which link to the Department of Toxic Substances Control's (Department's) strategic planning, budgeting processes, and all recurring recruitment needs, training requirements, and planning activities.

Workforce plans rely on identifying staffing levels and competencies needed in the future; analyzing the present workforce (demographics, retirement projections, competencies); comparing the present workforce with future needs to identify gaps and surpluses; developing strategies to build the future workforce; and evaluating process to assure that the workforce plan remains valid and that objectives are being met over time.

A. The Workforce Planning Model



Workforce Planning Components



B. Demographic Info

The State Personnel Board and Department of Personnel Administration data shows that within the next five years, 35% of the State workforce (roughly 80,000 employees), 49% of managers/supervisors, and 75% of top leadership will be eligible to retire. The Department's workforce, which includes permanent, limited-term, and part-time employees, students, retired annuitants, team leaders, supervisors, and managers at all levels, faces a similar predicament. Within the next five years, about 50% of the Department's workforce will be eligible to retire, including 65% of its supervisors and nearly 78% of its Performance Managers and executives. To ensure that the Department continues to carry on its mission, Director Maureen Gorsen created the Workforce Planning Team to develop and deploy a comprehensive Workforce Plan.

DEMOGRAPHIC SUMMARY as of 5/2/08

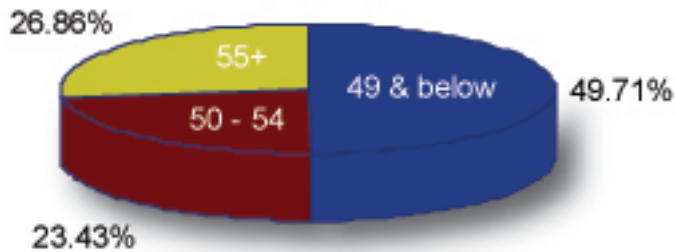
Category	% Age 50 or higher
All Employees (994)	52.31%
Supervisors and higher (178)	66.85%
Branch Chiefs and higher (65)	80.00%
Exempt, CEA, Deputy Directors, etc. (excludes Director) (20)	60.00%
HQ (308)	50.32%
Cal Center (242)	55.79%
Berkeley (84)	47.62%
Berkeley Lab (33)	75.76%
Clovis (19)	63.16%
Chatsworth (125)	49.60%
Los Angeles Lab (9)	66.67%
Cypress (134)	47.01%
San Diego/Calexico (13)	7.69%
All Geologists (74)	40.54%
EG (44)	27.27%
Sr. EG Tech (20)	50.00%
Sr EG or Sup EG (Supervisory) (10)	80.00%
All Scientists (270)	58.90%
HSS (146)	49.68%
Sr. HSS (57)	47.37%
Sup HSS I (14)	100.00%
Sup HSS II (12)	83.33%
Other Scientific (41)	72.50%
All Engineers (175)	50.29%
HSE (113)	40.71%
Sr. HSE (23)	69.57%
Sup HSE I (26)	53.85%
Sup HSE II (13)	100.00%
All Toxicologists (29)	79.31%
All Analytical (93)	48.39%
All Clerical (86)	46.51%

C. Demographic Graphs

The following are breakdowns of staffing levels within the Department as of May 2, 2008:

Age Breakdown of Engineers

(in years)



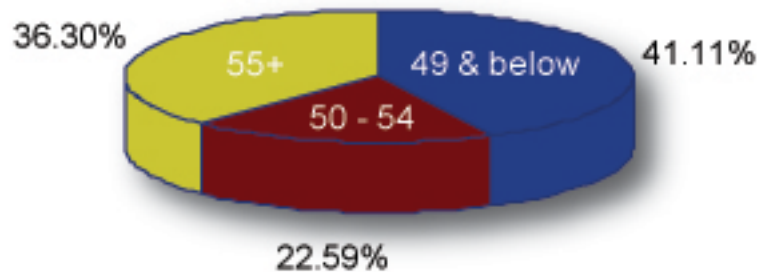
Age Breakdown of Toxicologists

(in years)



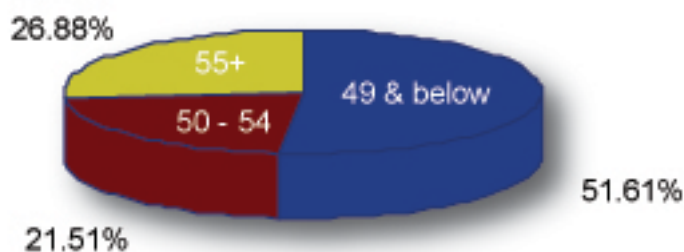
Age Breakdown of Scientists

(in years)



Age Breakdown of Analytical Staff

(in years)



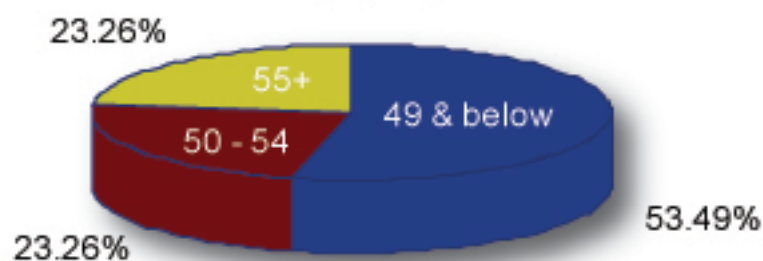
Age Breakdown of Geologists

(in years)



Age Breakdown of Clerical Staff

(in years)



II. Identifying Workforce Gaps—Gap Analysis

The Gap Analysis identifies the differences between the workforce an agency currently has and the workforce it will need in the future, based on its operational goals. It reveals gaps in competencies and staffing levels to carry out future functional requirements of the organization. The Workforce Planning Team created the attached **Gap Analysis Toolkit (Appendix A)** for the Department’s Performance Managers (to complete for their branches) to assist with assessing their branches’ gaps. The completed Gap Analysis Toolkits will be used as Performance Managers’ foundations for the following Gap-Closing Tools step of the Workforce Planning process.

III. Filling Workforce Gaps—Gap-Closing Tools

A. Right People

1. Workforce Capacity

Workforce capacity is our ability to ensure sufficient staffing levels to accomplish our work, based on our strategic objectives.

As stated earlier, 50% of the Department’s current staff will be eligible to retire within the next five years. These percentages increase within certain classifications, especially Geologists (55%) and Scientists (64%). We need to use our analyses of our workforce staffing level deficiencies from the Gap Analyses to achieve the appropriate workforce capacity to attain our strategic objectives.



2. New Workforce Capacity Tools to Address Gaps

Exam Process Improvement and Modern Recruitment Teams

The Office of Human Capital and Workplace Innovation's (Human Capital's) Exams and Recruiting staff recently formed two teams; they formed one team to develop an Improved Exam Request and Prioritization Process and they formed a second team to develop modern recruiting strategies.

The new and improved processes, which are just a few of the team's expected outcomes, will focus on workforce needs, giving priority to mission-critical positions, and ensuring all levels of upper management the opportunity to provide input. The Exams Team and Recruiting team staff anticipate that the processes will be more streamlined, will allow the Department to effectively utilize the pool of exam candidates, and will allow the department to more effectively recruit for its needs.

Expand Electronic Recruitment

New media avenues continually change the landscape of recruiting. Our internal survey results showed that conventional methods, such as career fairs (2.2%) and newspaper ads (1.1%), have given way to online recruiting methods (30.8%). Currently, the Department invests more than \$20,000 a year to participate in career fairs, and \$5,000 a year to advertise on Monster.com, an Internet site. While we currently advertise on MySpace, another popular social networking site, Facebook.com, also offers classifieds-style sections for their users to view and submit job postings at no or little cost, as long as the Department maintains an account. Utilizing these tools allows the Department to reach out to a much greater number of potential candidates, and because they are online, they also provide visibility to candidates from out-of-state who are planning to move to California.

Recruiting Image on our Internet Home Page

As we progress toward a Web 2.0 environment, the internet becomes an increasingly visible advertising tool for the Department. As a result, we have created an image that will be placed on the Department's internet home page, which will advertise our current employment opportunities.

Clicking this image will allow potential candidates to easily identify the link that will direct them to the current vacancies within the Department. It is a subtle tool that many state agencies already employ, including the California Department of Corrections and Rehabilitation. Human Capital would like to add the image to the right to our internet page.



B. Right Skills and Right Jobs

1. Workforce Capability

Workforce capability is our ability to accomplish our work through the knowledge, skills, abilities, and competencies of our workforce, based on our strategic objectives.

We need to use our analysis of our workforce knowledge, skills, and abilities deficiencies from the Gap Analyses to achieve the appropriate workforce capability to attain our strategic objectives.

2. New Workforce Capability (University) Tools to Address Gaps

Welcome Packets

Settling into a new position in a new environment can be an overwhelming and confusing experience for a new employee. Human Capital's Training and Workforce Development Unit created welcome packets that will help our new employees familiarize themselves with their new environment. The **welcome packets (Appendix B)** include a welcome letter from the Director (which includes the first day contact person), an introduction explaining the packet, an Executive Leadership organization chart, a brief history of the Department, a few policies and procedures, a list of nearby dining options and other amenities specific to the new hire's regional office, and the first day contact person.

Mentoring

Human Capital will assist program supervisors with implementing a new mentoring program in early 2009 that will assign a "mentor" to each new hire within his or her unit for their first month of employment. This will provide the new employee with a reliable resource for Departmental, Regional or Headquarters information, as well as more specific and detailed unit information. This program will enhance a new employee's experience with the Department by providing more comprehensive insight to what we do.

Job Rotation/Cross-Training Program

Job rotation and cross-training are career development strategy where an individual temporarily moves laterally into an established or "shadow" position. An employee may complete a series of job rotations. Job rotation and cross-training opportunities can be worked out and documented within the same branch, or even cross-program, and should be coordinated and documented for staff at the performance manager level.



There are two different forms of this tool that performance managers may make available for staff. Job rotation would entail a written agreement where an employee (encouraged for new employees) spends the first half of the day in one job and the second half at another, and the performance managers coordinate by discussing hours, performance evaluations, lessons learned throughout the process so that an employee gets to know multiple branch, program, or departmental functions to assist them with their job. The second is cross-training, which also requires documentation and agreement, but should be reserved for employees who have passed probation and want to explore different career paths. This would typically be between four and eight hours per week for a term agreed upon by the staff, supervisors, and performance managers. Like teams, this requires coordination, but can be incredibly beneficial for staff development, can lead to Training and Development Assignments, and can boost employee morale.

Job rotation and cross-training programs typically increase flexibility in production, quality, employee satisfaction and advancement through developing additional skills and experience while performing essential functions within an agency. A job rotation or cross-training opportunity may be used:

- To broaden staff's knowledge of other functions in a department, especially if new to State government;
- To prepare staff for career advancement;
- To maximize staff's exposure to customers by moving positions that requires interaction;
- To motivate and challenge staff who have been on a job for a long time;
- To cross-train members of a team; and
- To assist with the factors of a retiring workforce.

Please establish expectations and learning goals with staff before a job rotation; check periodically to ensure expectations are met; and at the end of a job rotation, meet with staff to discuss and document lessons learned, how lessons can be applied to staff's current job, and where staff can educate others about what was learned during the rotation.

New Employee Program Two-Year Curricula in Pathlore

Human Capital's Training and Workforce Development Unit developed Two-Year New Employee Curricula in conjunction with representatives from all the Department's program areas through the Training Advisory Group. Human Capital staff created this program to assist employees in progressing up their chosen **career ladders (Appendix C)** by providing extensive training curricula tailored to their specific classifications.

The curricula will be available in Pathlore in January 2009 for supervisors to use to develop new employees, and to assist with creating Individual Development Plans for their current employees. This tool will facilitate the training portion of the staff development process so all employees can more easily acquire the knowledge, skills, and abilities necessary to advance.



Training for Trainers

The University Approach will maximize the use of in-house expertise to develop and deliver training sessions, whether formal or informal. Human Capital staff developed a Training for Trainers class, which it will deploy in 2009 to all regions for subject-matter experts to start to develop internal training developed and taught by Department employees.

e-Learning License Procurement

Human Capital is currently procuring e-Learning Licenses to allow all staff access to a library of online training resources in 2009.

Support Staff Academy

Human Capital staff in the Training and Workforce Development are developing a **Support Staff Academy** for those in support classifications to learn and share experiences and lessons learned, and hope to launch the new Academy mid-2009 (**Appendix D**).

Adopted Management Competencies

The Department's Executive Staff adopted the Federal Executive Core Qualifications as its Management Competencies for all supervisors, managers and executives. The five categories of competencies include: fundamental competencies; leading change; leading people; being results-driven; business acumen; and building coalitions.

Utilize 360-Degree Data to Customize Leadership Training

Leadership development is vital to any organization. In order for our leaders to flourish in the Department, the team is using the 360-degree feedback tool for all supervisors, performance managers, and executives.

This “multi-rater” feedback mechanism provides more reliable and comprehensive feedback on the management performance of an individual, based on input from the individual's staff, peers, and immediate supervisor. Because the 360-degree feedback tool questions can be customized to any organization, it also increases awareness and relevance of the Department's new management competencies. The plan is to conduct this process annually for all managers and supervisors. The Executives and Performance Managers completed the first round of assessments, and the first-line supervisors are receiving their first round of feedback. Human Capital will use the consolidated, anonymous averages to tailor management training and more broadly deploy training for the competency areas that show the highest need for improvement.

Online Communication Tool Elements

Adapting to the “Web 2.0” environment is crucial for any forward-thinking organization, which is why we have created an online communication tool, called “The Water Cooler,” for staff to utilize in a variety of ways. The purpose of this tool is to combine a variety of communication options into one platform.

The tool includes a message forum, blog, and chat feature which will provide different forums of communication for staff members to choose from. Though the methods vary, each forum will act as a feedback mechanism for any employee to voice his/her opinions. This is especially true with the

message forum and group chat feature, as it provides users the option of anonymity which opens the door for more honest feedback. This online communication tool can also be used as a virtual suggestion box, where staff submit comments and ideas that are considered, and, at times, implemented. The Water Cooler is set to launch pending Executive Staff approval.

Conduct Informal Process Improvement for Career Development/Upward Mobility Programs

The State mandates an Upward Mobility Program that offers advancement to employees of low-paying occupations for entry, technical, professional, and administrative positions. The Department also offers the Career Development Program for employees seeking advancement in classifications above Staff Services Analyst.

Traditionally, Department staff have underutilized both programs. Increasing the visibility of the programs, through the Intranet, DTSC News, the online communication tool, and other vehicles will not only boost participation, but also strengthen the quality of our workforce through educational opportunities. In a joint effort, Human Capital's Training Unit and Planning and Innovation Branch's other units conducted an informal process internal improvement, and are implementing more effective approaches to recruiting Upward Mobility/Career Development program candidates, including: paying for books in advance, increasing the variety of classifications who are eligible, focusing marketing, and deploying the new survey to eligible staff to determine why the programs are underutilized.

C. Right Time

1. Workforce Engagement and Retention

Workforce engagement refers to the extent of workforce commitment, both emotional and intellectual, in accomplishing the work, mission, and vision of the organization. Organizations with high levels of workforce engagement are often characterized by high-performing work environments in which motivated people do their utmost for the benefit of their customers and for the success of the organization.

The results of the Recruitment and Retention Survey and Staff Satisfaction Survey provided insight on the Department's current engagement and retention needs. In response, we created the following workforce engagement and retention tools to assist performance managers and supervisors with engagement and retention issues in their work units.

2. Workforce Engagement and Retention Tools to Address Gaps in Retention:

Reward and Recognition:

Employee of the Month Program

Currently, the only formal staff recognition programs available are the Superior Accomplishment and Sustained Superior Accomplishment Awards. However, these awards are presented in an untimely and infrequent manner so that they have lost some value to staff. As shown by our Reward and Recognition Survey results, 79% of staff familiar with the current recognition program are not satisfied with these formal awards programs.



The Workforce Planning Team created a new departmental values-based program is to select one award recipient per month from each major region that best exemplifies a departmental value: Headquarters, Cal Center (includes Clovis), Berkeley, Chatsworth (includes Calxico), Cypress (includes San Diego and the LA lab). Every month, the recipients from each region will be recognized in the newsletter and on a prominent wall in their regions in addition to a personalized plaque. If timely, recipients will also be recognized during All-Staff Meetings. Please see the appendix for more details of the **Employee of the Month Program (Appendix E)**.

Ultimately, Human Capital intends to include an Annual Award (Employee of the Year Award) to be presented to one of the monthly award recipients at an all-staff meeting.

Informal Recognition Profile

As mentioned on the Reward and Recognition Survey, 45.5% of staff surveyed said the Department is not doing well in building a spirit of teamwork and cooperation among coworkers and demonstrating that a person's work is valued and appreciated. **The Informal Recognition Profile (see Appendix F)** will allow employees to note how they wish their efforts to be recognized for an outstanding job. It gives supervisors and peers a precise indication of how to recognize individual employees and will help make the reward valuable and more personal.

The original profile is derived from the book "Love 'Em or Lose 'Em: Getting Good People to Stay" by Beverly L. Kaye and Sharon Jordan-Evans. The Workforce Planning Team has made revisions since, but the overall intention of the profile is not lost. The Informal Recognition Profile is pending Executive Staff approval before being distributed to supervisors who will be responsible for their employees' profiles.

Create e-ECO Cards

This recommendation, made by the Creative Acknowledgement and Recognition for Employees Team, is the electronic **Esteemed Colleague Ovation (e-ECO) Card (Appendix G)**. It is an additional informal recognition program available for all employees. The Workforce Planning Team is converting and expanding the use of the ECO card by: making it available electronically (i.e. e-ECO Card); developing a post card version; and promoting its use via posters in the workplace.

Increasing its availability will provide staff with another option of recognizing their peers without the need for supervisor approval or elaborate forms or processes to encounter.

The "Smiles" Program

The "Smiles" Program (Appendix H) is an Intranet-based program where any staff member can recognize another staff member with a public thank you note, without having to follow cumbersome processes or complete forms. The original idea came from one of our sister boards (the California Integrated Waste Management Board). They have used this type of informal recognition format for the last 12 years. Each year's notes are archived and still accessible to this day, and their staff uses the program regularly.

Smiles allows any employee to recognize any other employee for a project, event, accomplishment, or for any other reason; has no specific criteria for giving recognition; and requires no supervisor or any other review. It also encourages peer recognition that is timely and builds a spirit of teamwork and

cooperation among staff. Since it will require coordination with IT, the program is pending Executive Staff approval.

Staff Satisfaction:

Virtual Suggestion Box

In order for communication to work, there needs to be a variety of feedback mechanisms in place for staff to voice their questions, comments, and concerns. One mechanism can be the creation of a virtual suggestion box feature on the Intranet. This function, which can be anonymous if necessary, will be an online counterpart of a physical suggestion box, easily accessible through a link on the Intranet. It is another option that will give staff the opportunity to speak up freely, while within the safe and comfortable confines of their own cubicle. Human Capital will work with IT to install it on the intranet.



Improve Internal Communications

In order to cultivate internal transparency throughout the Department, an effective internal communication strategy should be in place. Recently the Office of Human Capital and Workplace Innovation's Planning and Innovation Unit conducted a Staff Satisfaction Survey and is analyzing the survey results to develop a communication strategy that includes feedback mechanisms, through all levels of communication in the Department. The communication process will ensure that all messages reach their intended targets and any necessary clarification will be available via the feedback mechanism. Human Capital will post a copy of the proposed strategy to the intranet.

Additionally, the Video Conference and Web cast Improvement Team is working on improving the Department's All-Staff Meetings, All-Managers Meetings, and other meetings that utilize the video conference and/or Web cast equipment. By striving to achieve state-of-the-art quality, staff will be able to effectively receive information in "real-time" regardless of their location and method (through video conference or Web cast). This will minimize the Department's carbon footprint as a reliable video conference and Web cast system will decrease the need for travel.

The Office of Human Capital and Workforce Innovation views and manages internal communication improvement as a living, on-going effort. We have created two Performance Measures designed to track the amount of hits within our newsletter and online communication tool, as well as, a survey to determine the success rate of all of our current internal communication tools. In addition to these tools, other internal communication tools will continue to be evaluated for effectiveness and modified as needed and appropriate.

Increase Advertisements for Work-Life Balance

Part of working in a high-performance environment is the ability to balance personal priorities at the same time. The Workforce Planning Team believes that employees should have the option of alternative work schedules that provide this balance.

These options are already available to employees (flexible office hours, alternate work space, and telecommuting opportunities), however the team recommends increased visibility. Placing information about alternative work options in a variety of different communication channels (DTSC World, DTSC News, the Intranet, All-Staff email, etc.) increases the possibility of more Department employees achieving work-life balance. Utilization of available work schedule opportunities, in turn, may result in a more driven and focused workforce. Additionally, the Telework Agreement forms were revised to include a checkbox, requiring a reason for denying a telework request by the supervisor.

Improved Exit Interview Process

Workplace Planning Team staff participated in a mini-Kaizen (performance management) to find solutions to improve the exit interview process. The recommendations from the mini-Kaizen included: creating an electronic version of the exit interview questionnaire (on Zoomerang.com); identifying who should be available to conduct personal exit interviews; and utilizing internal advertising mechanisms to create awareness of the process.

The Workforce Planning Team and the Office of Civil Rights created the new and improved process, which will enable us to: learn more about suggested improvements for the Department; create a knowledge bank for current processes within a classification; and maintain a professional working relationship with departing employees. Additionally, the Office of Civil Rights will benefit from increased participation, as well as receiving vital information regarding employees' rights in the workplace. The Office will begin sending links to the **new exit questionnaire (Appendix I)** to departing employees in December 2008, and will begin using Zoomerang.com to track information during in-person Interviews, so Human Capital and Civil Rights have electronic access to interview data for the first time.

D. Knowledge Management

1. Knowledge Management

In our Department, Knowledge Management is a relatively new idea, but it is an important aspect in preparing our workforce and our organization for the future. Among other things, knowledge management allows our Department to lead change, integrate past experiences into future successes, and maximize our productive application for both leading and adapting to turbulent business environments.

The key to an effective knowledge management system is the participation of management (from Performance Managers and above). They hold an abundance of knowledge about the organization, as well as, have the ability to serve as role models to ensure that knowledge transfers within their staff.

2. Knowledge Management Tools

Included Knowledge Management in Performance Manager Agreements

The Department recently established Performance Agreements for all of its Performance Managers. Each Performance Agreement has a clause that relays Performance Manager responsibility for their branches' knowledge management.

Adapted Knowledge Management Toolkit

The Workforce Planning Team adapted a widely-used **Knowledge Management Toolkit (Appendix J)** to the Department of Toxic Substances Control so that Performance Managers have a standardized, step-by-step way to approach documenting their knowledge management needs.

Departmental Training on Knowledge Management Toolkit

The Office of Human Capital and Workplace Innovation recently developed a training course based on the Knowledge Management Toolkit, which it will deploy to all Performance Managers in 2009.

Online Communication Tool

The online communication tool, mentioned earlier in the Workforce Capability section, serves many purposes that support the communication strategy. The blog feature incorporated with this tool also provides a mechanism of Knowledge Management as the home page serves as the hub of Department information from Executive Staff members on down. The “blog” portion contains posts from the Director, Executive Staff, and staff members discussing a variety of different work-related topics. The exchange of information can be used as a learning tool that range from improving processes to gaining insight on the work done in the programs. Additionally, the blog will feature articles from DTSC News, which will not only provide more visibility for the newsletter, but also allow for staff to comment on the articles in “real-time.” All content in the “blog” portion of the Water Cooler will be archived, which will provide users with the opportunity to go back and find information from prior months or years, if necessary.

IV. Monitor and Evaluate Workforce Planning Effectiveness—Workforce Planning Performance Measures

A. Workforce Capacity Performance Measures

We established the following performance measures to improve and monitor our workforce capacity progress:

- Monthly vacancy rate (over time)
- Monthly turnover rate (over time)
- Recruitment and Retention Survey to determine why DTSC staff chose DTSC as an employer, and what contributes to their decision to stay or leave
- Quarterly Qualified Exam Applicants—total number of applicants accepted for an exam divided by total number of applicants
- Quarterly Reachable Internal Exam Applicants—Total number of applicants who pass the exam divided by total of applicants accepted for the exam

B. Workforce Capability Performance Measures

Office of Human Capital established the following performance measures to improve and monitor our workforce capability progress:

- Quarterly percentage of the population that is required to receive the following required training against the percentage that actually completed the following training: Legislative Mandates for Required Trainings; 80-hour Supervisory Training; Preventing Sexual Harassment Training; Workplace Violence Prevention Training; Ethics Training; and Privacy Program Training
- Quarterly training needs—level of employee satisfaction in the following areas: overall training received; DTSC delivered/provided training; and accessibility of training-related information and resources
- Annual Consolidated (Anonymous) 360-Degree Data—to determine where we need to focus leadership development by competency at the first-line, performance manager, and executive levels

C. Workforce Engagement and Retention Performance Measures

We established the following performance measures to improve and monitor our workforce engagement and retention strategies.

- Annual Recruitment and Retention Survey (same as above for capacity)
- Annual Exit Interview Data—to study trends in reason for leaving (anonymous consolidated data)
- Annual Staff Satisfaction Survey—to evaluate (and then address) systemic staff satisfaction issues

For additional information on any part of the workforce plan, including the toolkits, appendices, and upcoming training, please contact the Office of Human Capital and Workplace Innovation staff.

Appendix A

Gap Analysis Toolkit

SECTION #1—UNDERSTAND THE WORK FUNCTIONS

A. Things to Do:

1. Review desk and procedure manuals, duty statements, organization charts, and class specifications.
2. Interview staff and customers.
3. Define the major functions in the focus area which produce the business outcomes that are important to the customer.
4. Identify and prioritize the business outcomes produced (products or services).
5. Identify and focus on the most critical tasks associated with the high priority business outcomes. Do not focus on any work functions that are not important to the customer, will go away in the future, etc.
6. Determine how the work functions are currently accomplished and consider how this may change in the future. Consider the tasks or technology used to complete the work.
7. Identify new work functions that may be assigned to the focus area.
8. Determine the required competencies for the future workforce and document the results.

B. Why is it Important?

To understand the current and future work functions of the focus area. It also defines the processes used to achieve the desired business outcomes. This process helps you to:

- Understand the current tasks and how they may change in the future.
- Establish competencies for the future workforce.
- Anticipate how changes to the current tasks may impact the competencies required in the future.

C. Key Considerations

1. The Future:

- How may changes in the environment, legislation, technology, recruitment, and labor market issues, or politics impact future work functions?
- Are business process reengineering efforts likely to significantly change how the work is performed?
- Use vision documents to determine your critical work functions.

2. Remember the Customer:

- Only focus on work functions that result in products that matter to the customer.
- To determine if a work function is critical, consider what would happen if the work function was not done.
- Consider whether the work functions performed today will be important to customers in the future.

D. Tools and Resources:

- Strategic Plan Strategies
- Budget Change Proposals
- Duty Statements
- Organization Charts
- Class Specifications
- Procedures and Desk Manuals
- List of Tools Required to Perform Work
- Recruitment Data
- Performance measures
- Staff Experience
- Interview Documentation
- Job Analysis (from Human Resources)

E. Understand the Work Functions Worksheet

1. Which work functions will remain unchanged?	
2. Which work functions may be discontinued or outsourced?	
3. How might existing work functions be enhanced or changed and what affect will that have on the work performed and on the human resource needs?	
4. Will any work functions be consolidated?	
5. Are any process changes being proposed (business process reengineering efforts) or have other factors changed which may result in an increase or decrease in work?	
6. Are changes occurring in other divisions, or work branches, which will impact the work functions?	
7. How will work flow into each part of the department in the future? What will be done once it reaches your work branch and where will the work go from there?	
8. Is the department planning to offer new services, which will add new work functions to your branch?	
9. What technology changes will be made, or new technology introduced, that may impact your work functions?	

SECTION #2—DETERMINE FUTURE STAFFING DEMAND

A. Things to Do:

1. Review list of work functions and associated tasks developed in Section 1
2. Review work plans, strategic plans, spending plans, budget concept proposals, procedure manuals, duty statements, timesheets, etc.
3. Interview and acquire input from staff on work techniques (may want to use a focus group).
4. Review customer's expectations and desired business outcomes.
5. Identify the current number of staff performing the work and their classifications. Determine whether the classifications are meeting the program needs.
6. For each classification, determine if a change to the experience, education, or competencies will be required in the future.
7. Identify the Knowledge, Skills, and Abilities (KSA) required to perform each work function based on the tasks involved. Identify any new KSAs that will be required in the future.
8. Document the results (charts or graphs may be helpful).

B. Why is it Important?

Determining the future staffing demand for the focus area is essential to:

- Ensure that you meet your strategic goals.
- Meet customer expectations and maintain a quality product.
- Identify the KSAs that are required of the future workforce to meet the business outcomes and maintain a qualified staff.

C. Key Considerations

1. Don't Forget To...

- Keep the customers and business outcomes in mind.
- Seek assistance from Human Resources on classification issues.
- Consider future mandated work functions.
- Ensure key team members from different demographics participate in all workshops.
- Consider employee morale.
- Consider environmental changes (legislative, political, economic).

2. Ask Yourself...

- What would happen if we didn't have employees with the KSAs needed?
- What classifications and KSAs are critical for future work functions?
- What level of education and experience are you going to need in the future?
- Is the level of education or experience required or desirable?

D. Tools and Resources:

- Strategic Plan Strategies
- Exam Bulletins and Job Opportunity Notices
- Duty Statements
- Organization Charts
- Class Specifications
- Desk and Procedure Manuals
- Work Plans/Resource Plans
- Budget Concept Proposals
- Job Analysis (from human Resources)
- List of Tools required to perform work
- Human Resources Staff
- Stakeholder Groups

E. Determine Future Staffing Demand Worksheet

1. What is the current and future volume of work? Are you able to meet the current volume of work? If the amount of work is anticipated to increase or decrease in the future, when will this change occur? Are there any new workloads that you anticipate performing? If so, when will this occur?	
2. How many staff by classification does it take to perform the work today? How will this change in the future?	
3. What are the competencies and KSAs required to perform the work? How will this change in the future?	
4. What classifications possess the competencies and KSAs required to perform the work?	
5. Are there changes needed to the classification plan (i.e. create a new classification, change a class specification) to address the competencies and KSAs?	
6. Are there geographic staffing challenges (i.e. in the field offices) that impact staffing demand?	
7. What impacts will technology, the budget, business process reengineering, legislation, vacancies in other branches, other state departments, or the private sector have on your future staffing demand?	

SECTION #3—DETERMINE FUTURE STAFFING SUPPLY

A. Things to Do:

1. Review current staffing levels and classifications to determine the current demographics of the work branch.
2. Document the education, experience, and special skills of the existing staff. Charts or graphs may be helpful.
3. Attain staff's future career plans.
4. Look at the work environment. Determine factors such as employee morale, workload, or training that impact recruitment and retention.
5. Determine the anticipated attrition rate for each classification. You can attain data regarding past attrition rates and trends in turnover from Human Resources.
6. Use the current attrition rates for each classification to determine the future supply needs.
7. Talk to managers in other areas of the department who use similar classifications. Are they expecting any changes in their staffing levels which may impact your area (i.e. will they be looking to either significantly increase or decrease staff in classifications that you utilize)?
8. Document the results.

B. Why is it Important?

Determining the future staffing supply for the focus area is essential to:

- Understand existing staff's education and experience levels.
- Anticipate future staff turnover and attrition.
- Understand staffing vulnerabilities.
- Ensure a continued supply of staff with the necessary KSAs to meet the customer's desired business outcomes.

C. Key Considerations

1. Think About the Staff:

- Remember that subject matter expertise cannot be replaced by classification alone.
- Recognize that experience in the program area is essential to maintaining continuity.
- Consider the importance of employee morale on the recruitment and retention of employees.
- Create an environment that provides opportunities for employee career development in order to retain skilled and engaged employees.

2. Plan for Change:

- Communicate with staff so you can anticipate turnover and plan for staffing changes.

- Know what is going on in the department and in the State. Are there other areas of the department or State Government that will have excess staff with skills that you need? Don't forget to consider the private sector, too.
- Create training plans today to give existing staff the skills they need to address future skill gaps.

D. Tools and Resources:

- Duty Statements
- Organization Charts
- Class Specifications
- Work Plans/Resource Plans
- Budget Concept Proposals
- Human Resources Statistical Data (i.e. attrition, recruitment, and retirement data)
- Time Sheet Data
- Tables or Charts Reflecting Staffing Levels by Classification/Experience/Education

E. Determine Future Staffing Supply Worksheet

1. What are the attrition rates in your area now? What are the projected rates in the future? Are the factors affecting your attrition rates likely to change or remain constant?	
2. What are the education and experience levels of the current staff? What competencies and KSAs do they possess?	
3. How will you determine if existing staff possess the required level of competencies or KSAs?	
4. Is there an adequate supply of people to recruit from (i.e. eligible lists, transfers from the same or similar classifications, private industry)?	
5. Do you anticipate any reorganization which could impact the staffing supply?	
6. Are there employment trends within state government or the community which could impact staffing supply (i.e. State Restriction of Appointment at other departments, hiring at EPA, etc.)?	
7. Are there other factors that could impact staffing supply in the future (i.e. technology changes, legislation, etc.)?	

SECTION #4—CONDUCT A GAP ANALYSIS

A. Things to Do:

1. Compare future demand and supply to determine the staffing gap for each classification, education, and experience level.
2. Project when each gap occurs (i.e. 1 year, 3 years, 5 years).
3. Identify potential candidate sources such as internal promotions, transfers, and external hires.
4. Review recruitment needs for external hires. Are any existing recruitment plans or activities sufficient to fill the gap?
5. Review the exam schedule. Are the existing eligibility lists or upcoming exams sufficient to fill the gap?
6. Look at the upcoming training schedule. Is training available to provide staff the KSAs necessary to close the gap?
7. Consider surplus staff available in other areas when evaluating the size of your workforce gap.
8. Document the gap analysis using all of the above factors.

B. Why is it Important?

A thorough gap analysis is the foundation for determining the future gap between workforce supply and demand. A thorough gap analysis identifies:

- The appropriate classifications and number of employees needed in the future.
- Future staffing needs.
- Training and recruitment needs for future staff.
- The career development and training needs of existing staff.
- Business areas that use similar classifications and recruit from the same pool of staff.

C. Key Considerations:

1. And While You Are Analyzing...

- Consider any workloads no longer appropriate for the focus area that result in excess staff.
- Consider changes in technology that impact the size of the workforce gap.
- Consider when a staffing shortage or overage will occur since this impacts possible solutions.
- Consider how retraining opportunities impact the workforce gap, making sure not to create an out-of-class situation.

2. Remember to Communicate...

- Communicate workforce needs and issues with program areas to identify similarities.

- Think about change management and what you communicate to staff. Remember that you are planning for a workforce gap three to five years in the future and do not want to send a message of preselection.

D. Tools and Resources

- Organization Charts
- Class Specifications
- Exam Schedules
- Exam Bulletins
- Training Schedules, Training Classes
- In-House Training
- Out-Source Training
- Online Training
- Department Recruitment Team and Strategic Plan
- Personnel Management Consultants in the Business and Human Resources.

E. Conduct a Gap Analysis Worksheet

1. When you compare the future demand to the future supply, is there a gap? If so, when will the gap occur (i.e. 3 years, 5 years, 10 years)?	
2. If there is a gap, will you have too many staff or too few staff by classification?	
3. What will occur if the gap is not addressed (i.e. what critical business outcomes will not be met)?	
4. Based on the identified gap, are there tools available to close the gap? In order to determine this, the following questions will be helpful:	
What is the best source for filling the workforce gap (external hire, promotion, transfer, training and development assignment, etc.)?	
Is external recruitment required and could the Departmental Recruitment Team assist you?	
Are there eligibility lists that can be used, is an exam scheduled, or do you need to request an exam? If you request an exam, will your staff be qualified to take the exam?	
Is there an appropriate list that would meet your hiring needs?	
Are there other areas within the department or within state government where you can draw your candidate pool?	

Does existing staff need training to enhance their competencies and KSAs? If so, is training available? Do you need to develop specialized training? If so, please contact Human Capital.	
Are there any classification issues that need to be addressed to close the workforce gap?	
5. How will you communicate the results of your workforce planning efforts to staff? How will you avoid sending an erroneous message that could be misinterpreted as preselection, downsizing, reorganization, phasing out of work, etc.?	

SECTION #5—DETERMINE GAP PRIORITIES

A. Things to Do:

1. Review the critical business outcomes and associated workloads important to the internal and external customers.
2. Determine each mandated, critical, or discretionary workload.
3. Review the gap supporting each of the identified workloads.
4. Review the required classifications to fill the gap.
5. Use staff's input to determine the following for each gap: a. Does the gap halt a mandated function? b. Does the gap halt a function critical to our customer? c. Does the gap support a discretionary function? d. What is the cost/benefit to addressing the gap? e. What is the consequence of not addressing the gap? f. Are the resources and skills available to address the gap? g. Can we address the gap in the required timeframe to meet workforce needs? h. Will addressing the gap cause staffing shortages or excesses in other areas of the organization? i. Is the gap a temporary or permanent problem?
6. Talk to other areas of the department or the State to determine how their priorities affect your future staffing needs.
7. Prioritize the gaps and document the results using the answers to the items above.

B. Why is it Important?

In order to develop solutions that use available resources wisely, it is essential to determine the most critical future workforce gaps. Prioritizing the gaps enables the focus area to:

- Address the most critical gaps first.
- Continue to meet the department's strategic goals and the customer's critical business outcomes.

- Develop a plan for the future, which identifies future workload limitations and changes, as well as potential solutions.
- Ensures the department's limited resources address the most critical business needs.

C. Key Considerations

1. And a Few More Questions...

- When will the gap occur and can you address it in time?
- Is addressing the gap in line with your strategic goals?
- How does not addressing the gap impact staff morale?
- Is a law or rule change necessary to address the gap?
- How does the political environment impact your gap priorities?

2. And Still More Questions...

- Is it within your control to impact the gap?
- Do you have the KSAs to impact the gap? If not, can you acquire the resources to assist you?
- How are other areas of the department or State Government with similar gaps addressing them?

D. Tools and Resources:

- Work Plans
- Strategic Plan Strategies
- Department Recruitment Team Goals
- EPA Strategies/Strategic Plan
- Intranet/Internet for Trends
- Timesheet Data
- Attrition Data
- Weekly Reports
- State Budget
- Recent Executive Staff Meeting Notes

E. Determine Gap Priorities Worksheet

1. Are your workloads mandated, critical, or discretionary?	
2. Are your mandated and critical workloads adequately staffed? If not, when will the critical workloads require additional staff support and for how long?	
3. What are the consequences of delaying or not performing the workloads?	
4. What priorities do your customers and stakeholders place on the various workloads and business outcomes?	

5. What is the priority of each workforce gap identified? What future workforce gaps are the most critical to address in your business area?	
6. Who has to buy into the workforce gap priorities?	
7. Have you received executive input on your workforce gap priorities?	
8. What impact will addressing the workforce gaps have on the rest of the enterprise? What impact would not addressing the workforce gaps have on the rest of the enterprise?	

SECTION #6—DEVELOP A SOLUTION

A. Things to Do:

1. Determine if you need to go outside of your section or division to fill the gap.
2. Determine if you need to fill the gap by transfer, list appointment, cross train existing staff, Training and Development assignment, or other methods.
3. Provide opportunities for knowledge transfer and job shadowing before key retirements.
4. Update policies, procedures, and desk manuals to facilitate knowledge transfer.
5. Use individual training plans and provide/select training to target staff development.
6. Coach and mentor staff so they develop the necessary skills to fill the gap.
7. Assign complex issue/workloads to develop staff within the focus area.
8. Redistribute workloads to make vacancies easier to fill.
9. Develop recruitment plans, which include: <ul style="list-style-type: none"> a. Recruitment from within your branch or program. b. Working with the Departmental Recruitment Team to target outside sources. c. Identify other areas within the department or state government with similar skill sets to recruit from. d. Partnering with other areas of the department that use staff with similar KSAs.
10. Review the exam plan and request any special examinations that the focus area needs.
11. Participate on exam panels to determine available staff talent.
12. Work with Human Resources to identify alternate classifications to fill the workforce gap.
13. Use the appropriate budget process to request additional positions to fill the gap.

B. Why is it Important?

Steps 1-7 provide the data for developing the best possible work force planning solution that enables the focus area to:

- Continue to meet the department's strategic goals and the customer's critical business outcomes.
- Develop long and short term plans and strategies to fill the future workforce gaps.
- Target recruitment and retention efforts for specific levels of staff that possess the right knowledge, skills, and abilities (KSAs).

C. Key Considerations

1. Be Flexible

Use flexible and creative staffing solutions, such as:

- Limited Term Appointments.
- Training and Development Assignments.
- Adjustments to skills and duties to recruit at lower classifications.
- Retired Annuitants to transfer knowledge.

2. Some Other Ideas to Think About

- Consult with Human Resources for difficult classification issues.
- Consider a recruitment and retention differential to address competitive salary issues and difficulties recruiting staff.
- Expand online exams for additional testing opportunities.
- Quantify the level of service available with only partial or no additional PYs.

D. Tools and Resources:

- Work Plans
- Strategic Plan Strategies
- Department Recruitment Team Goals
- EPA Strategies/Strategic Plan
- Exam Staff and Exam Schedules
- State Personnel Board including the Transfer Calculator
- Intranet/Internet
- Personnel Management Consultants
- Departmental Recruitment Team

E. Develop a Solution Worksheet

1. What position or classification actions should be considered (including consolidating classifications, redefining classification series, or establishing new classifications)?	
2. What staff development strategies should be considered to prepare employees for specific positions or classifications?	

3. What recruitment/selection strategies might be considered to find and hire recent college graduates, qualified candidates from other departments, or private sector prospects? What strategies could be used to improve examination results for open competitive or promotional exams through modified minimum qualifications and/or exam scope?	
4. What retention strategies should be considered to encourage employees to stay?	
5. What knowledge transfer strategies need to be considered to capture the knowledge of experienced employees before they leave the department?	
6. Is there enough time to develop staff internally for anticipated vacancies or new competencies, or is special, fast paced recruitment the best approach?	
7. Does existing staff demonstrate the potential or interest to develop new competencies and assume new or modified positions or is external recruitment needed?	
8. Will some units need to be restructured to meet business needs and strategic objectives?	

Appendix B

New Employee Welcome Packets



Department of Toxic Substances Control



Linda S. Adams
Secretary for
Environmental Protection

Maureen F. Gorsen, Director
1001 "I" Street
P.O. Box 806
Sacramento, California 95814-0806



Arnold Schwarzenegger
Governor

Date

Name
Street
City, State Zip

Dear First Name,

Congratulations on accepting a position within the Department of Toxic Substances Control. For your convenience, please find the enclosed New Employee Welcome packet that contains a letter from our Director, an organization chart and a description of the Department.

We have also provided in this packet other pertinent information that should help make your transition in your new job a positive experience. The packet includes a map of the surrounding area, including a legend of restaurants and stores, a sample menu of the on-site cafeteria, information regarding parking, and ID badge requirements.

Upon entering the building on your first day, advise the security officer that you are reporting for work, and he/she will direct you to the security desk. At that time, they will place a call to your contact: _____ ph: _____ who will escort you to your new unit and arrange a tour of the building to familiarize you with the many services and features available at the Cal/EPA Building.

Please be sure to bring photo identification with you on your first day to allow you to obtain an ID badge.

Again, welcome to the Department of Toxic Substances Control. We look forward to working with you.



Department of Toxic Substances Control

Maureen F. Gorsen, Director
1001 "I" Street
P.O. Box 806
Sacramento, California 95814-0806



Dear *New Employee Name*,

Welcome to the Department of Toxic Substances Control (DTSC). As the Director of the Department, it is my pleasure to welcome you to the DTSC family, and provide you with the attached First Day Welcome Packet. Please take a few moments to read over the information contained within as it will help make your first days with us run smoothly and easily. You will later be provided a complete New Employee Welcome Packet that contains information and forms to be completed once you arrive at your new unit.

This is a very exciting time to work for DTSC. The Mission of the Department of Toxic Substances Control is to provide the highest level of safety, and to protect public health and the environment from toxic harm.

The Department of Toxic Substances Control (DTSC) regulates hazardous waste, clean up of existing contamination, and looks for ways to reduce the hazardous waste produced in California. Approximately 1,000 scientists, engineers, and specialized support staff make sure that companies and individuals handle, transport, store, treat, dispose of, and clean-up hazardous wastes appropriately. Through these measures, DTSC contributes to greater safety for all Californians, and less hazardous waste reaches the environment.

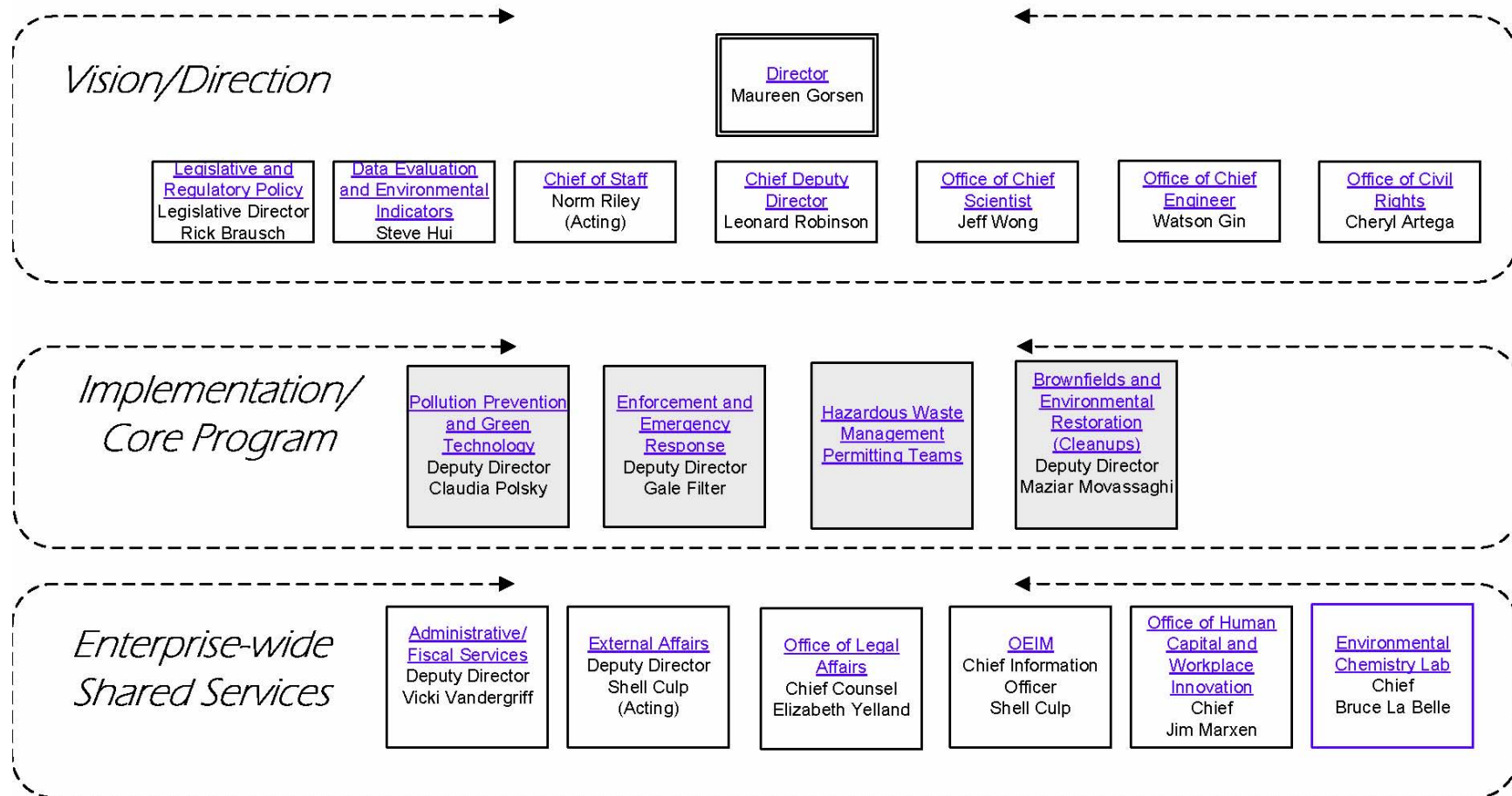
I believe you will find this Department is staffed by caring and dedicated people who believe in what they are doing. I look forward to getting to know you and working with you in the future. Welcome to our team.

Sincerely,

Maureen Gorsen, Director

DEPARTMENT OF TOXIC SUBSTANCES CONTROL

Executive Leadership Team



June 1, 2008



Department of Toxic Substances Control

About Us...

What began as a small unit within the California Department of Health Services has grown to a 1,000-person Department meeting many of California's environmental challenges. DTSC now has [regional offices](#) in Sacramento, Berkeley, Chatsworth and Cypress and satellite offices in Calexico, Clovis and San Diego. With this expansion, a support structure has developed to meet the Department's unique needs.

As the problem of hazardous substances in our communities continues to grow and change, DTSC must match it with skilled and qualified [personnel](#). DTSC has very specific talent requirements. The Department's staff includes roughly 189 Hazardous Substance Scientists, 110 Engineers, 41 Geologists, 20 Toxicologists, 10 Industrial Hygienists, and 30 Public Participation Specialists. The remainder of DTSC's staff provide various types of technical administrative support.

DTSC supports a healthy working environment free of discrimination and ensures equality in all aspects of personnel management practices and policies for department employees and applicants. The Department provides employee training on EEO issues such as Preventing Sexual Harassment classes, management training on the Americans with Disabilities Act and Reasonable Accommodations. When necessary, staff members conduct investigations in response to complaints and provide consultation on how to handle discrimination or harassment.

Training of all types is essential to enhance organizational effectiveness and foster continued improvement. DTSC arranges or conducts training on a range of subject areas including technical, general and management classes that are responsive to new and existing staff needs, program changes and innovations. Taking care of employees is a critical element to maintaining a high-performing staff, therefore, DTSC operates an effective Employee Recognition Program, which is reviewed periodically to ensure that it is meaningful to the staff.

DTSC's financial support comes from State funds, special funds and from federal and other reimbursements. The special funds include hazardous waste activity fees established in the Health and Safety Code, such as permit fees. In addition, the Department makes every effort to recover State funds used in oversight or remediation of contaminated sites from the parties who are legally responsible for the contamination. This important process supports much of DTSC's work and developing a fee policy that promotes stability, revenue neutrality, and flexibility is essential. DTSC has the authority to recover its costs for overseeing corrective action done by owner/operators of permitted hazardous waste facilities. Cost Recovery has averaged \$11 million per year in recent years, including reimbursement costs from Voluntary Cleanups. These efforts are successful due to a commitment by all DTSC staff members to carefully track and report all costs and time by site or project.

Budgeting, fiscal systems, accounting, and overseeing revenue projections are traditional functions in a government agency of monitoring and reporting expenditures to ensure consistency with state and federal requirements. Other needs include finding and buying goods and services. These functions are all critical to program effectiveness and DTSC's ability to execute its mission of protecting public health and the environment.

Increasingly, the backbone of any organization is its information management function. DTSC is no exception. A staff of 55 Information Systems Analysts and Programmer Analysts conduct applications programming and development, manage local and wide area networks, troubleshoot desktop computers and maintain the Department's office automation system. In addition, they ensure that DTSC's Web site is technically sound and compliant with the Governor's E-Government Initiative.



Department of Toxic Substances Control

DTSC Employee Personnel Identification Badge Policy and Procedures

Purpose

The purpose of the DTSC Employee and Non-DTSC Personnel Identification Badge policy is to establish guidelines for use, issuance, accountability and disposition of Department of Toxic Substances Control (DTSC) identification badges (ID Badges).

Objective

To provide full and part-time DTSC employees with an employee ID Badge, this includes a photograph, to be used when conducting official state business on behalf of DTSC and the State of California.

Scope

This policy is applicable to full and part-time DTSC employees and Non-DTSC personnel.

Usage Policies

DTSC employees are expected to use and carry their assigned ID Badge when conducting official state business on behalf of DTSC and the State of California. Employees must also show their ID Badge to security or other personnel who request identification when gaining access to other state agencies, work sites or other secured/unsecured locations. ID Badges are issued to full and part-time DTSC employees.

ID Badge Issuance Procedures

All DTSC employees or Non-DTSC personnel (student assistants, volunteers, etc.) shall:

- Provide a digital photograph for ID Badge purposes and for inclusion in the DTSC Intranet Employee Phone List.
- Complete DTSC 1376 form and obtain supervisor signature/approval on the form.
- Submit approved DTSC 1376 form to the designated ID Badge Coordinator.
- Schedule an appointment with the designated ID Badge Coordinator to have a digital photograph taken.

ID Badge Information

All records, files, databases, digital photographs, etc. related to ID Badges are maintained in a secured and confidential environment and are accessible only by authorized DTSC staff.



Department of Toxic Substances Control DTSC Parking at Cal/EPA Headquarters

Overview

Administration of the parking program is handled by the [Employee Transportation Unit \(ETU\)](#) located in the Visitor and Environmental Services Center (VESC). Questions or complaints regarding parking should be directed to the ETU.

Parking Availability

Monthly parking is available to Cal/EPA employees at the City-operated [Lot I](#) parking garage. Additional parking may also be available at State peripheral lots, a.k.a. [W/X freeway](#), operated by the Department of General Services (DGS). Here is a list of [private lots](#) and parking [meters](#) near the building.

Lot I – Parking Card Assignment, Replacement and Termination

The Employee Transportation Unit (ETU) is responsible for coordinating assignment and use of all Lot I cards. The ETU can provide employees with information and forms necessary for acquiring parking and enrolling in payroll deduction.

Employee Parking

Payroll Deduction: Payment for parking at any lot facilitated by Cal/EPA must be made through payroll deduction. Cal/EPA employees interested in parking at Lot I must submit a parking application, along with the appropriate parking fees if applicable, to the ETU for processing. Upon submitting a parking application for parking you will automatically be enrolled in payroll deduction. In order for the ETU to initiate payroll deduction you must provide your social security number on your parking application form. Requests to commence payroll deduction for parking received prior to the 10th of a respective month will take effect the following month. If you are not able to submit your application in time to make the cut off date for payroll deduction you will be asked to write a check for the cost of parking until payroll deduction takes effect, in other words, for the first partial, and second whole month. Cancellation notice must be made to the ETUS 30 days in advance to allow adequate time to delete the payroll deduction from the State Controller's Office records. Reimbursement for any parking fees will be determined on a case-by-case basis.

Incidental Use Parking Program

The [Incidental Use Parking Program \(IUPP\)](#) is a union negotiated benefit for employees located in the Cal/EPA Headquarters (HQ) building who predominantly use alternative modes of transportation for commute purposes to and from their workplace. To be eligible for the program, employees must certify that they use a method other than a single occupant vehicle to commute to and from work at least 60% of their work days.

Private Lots

If you must drive, city-owned or privately owned monthly parking lots are located in the surrounding area. Employees wishing to park in private lots near the HQ building must work directly with those parking vendors to obtain parking. Payroll deduction payment is not available for private lots.

Meter Parking

More than 240 10-hour meters are available in the area, if you arrive early in the morning. Other information regarding on-street parking meters, including maps, how to obtain a parking meter “debit card”, meter holidays and how to contest a citation is available on the [City's website](#).

Parking for People with Disabilities

The I Street garage has spaces available for people with disabilities. These are in addition to the 750 parking permits designated for Cal/EPA employees and state-owned fleet vehicles. There is one blue zone in front of the building specifically for disabled parking. There is also 1 and 2-hour metered parking spaces around the entire Cal/EPA building. Individuals with appropriate placards may park in these spaces free of charge for an extended period of time. Staff should be aware NOT to park after posted hours in metered spaces in and around City Hall (on 10th and I Streets). These spaces turn into traffic lanes during commute time, and all cars will be ticketed, regardless of the display of blue disable placards.

Security Services and Tips:

Escort Services to/from Parking Space

It is always best to walk out in a group or with at least one other person. Staff is encouraged to always use caution when walking to your car, no matter what time it is. If you plan to work after dark, especially if you are parked further than two blocks away, please move your car to the on-street parking adjacent to the building - after 6:00 pm parking is free at the meters.

As a member of the Downtown Sacramento Partnership, Cal/EPA employees can request escort services to and from their parking space from the Partnership's Community Guides Program at 442-2200. For more information, contact the Downtown Sacramento Partnership at 442-8575 or search their Web site:

<http://www.downtownsac.org/index.php?mvcTask=sitePage&id=20>. Also, remember that security staff at the Cal/EPA Headquarters Building is available to walk you to your vehicle after dark, if parked within two blocks. You may also contact the CHP at 445-2895 to request them to walk you to your car. They will come when an officer is available.

Bicycle Parking

There are opportunities for staff bike parking in and near the building, as well as 25 bike parking spaces for visitors located at two sites in the courtyard.

Dates / Phone Numbers / Information

2008 State Holidays

January 1	New Year's Day
3rd Monday in January	Martin Luther King Jr Day
February 12	Lincoln's Birthday
3rd Monday in February	Washington's Birthday
March 31	Cesar Chavez Day
Last Monday in May	Memorial Day
July 4	Independence Day
1st Monday in September	Labor Day
2nd Monday in October	Columbus Day
November 11	Veteran's Day
4th Thursday in November	Thanksgiving Day Friday after Thanksgiving
December 25	Christmas

*Personal Holiday- Upon completion of six months of an employee's initial probationary period in State service, a full-time or part-time employee is entitled to one personal holiday per fiscal year. The personal holiday is credited to each employee on the first day of July. Holidays are subject to negotiated collective bargaining agreements.

2008 State Pay Days

MONTH	PAY PERIOD	PAY DAY
January	1/1/08 – 1/30/08	January 30, 2008
February	2/1/08 – 2/29/08	February 29, 2008
March	3/1/08 – 3/31/08	March 31, 2008
April	4/1/08 – 4/30/08	April 30, 2008
May	5/1/08 – 5/31/08	May 30, 2008
June	6/1/08 – 6/30/08	June 30, 2008
July	7/1/08 – 7/30/08	July 30, 2008
August	7/31/08 – 8/31/08	August 29, 2008
September	9/1/08 – 9/30/08	September 30, 2008
October	10/1/08 – 10/30/08	October 30, 2008
November	10/31/08 – 11/30/08	December 1, 2008
December	12/2/08 – 12/31/08	December 31, 2008

Cal EPA Building Security Desk (916) 551-1313

Thomas Properties (Bldg Mgmt) (916) 551-1449

Cal EPA Intranet: <http://epanet.ca.gov/>

DTSC Intranet: <http://Intranet/>



Department of Toxic
Substances Control

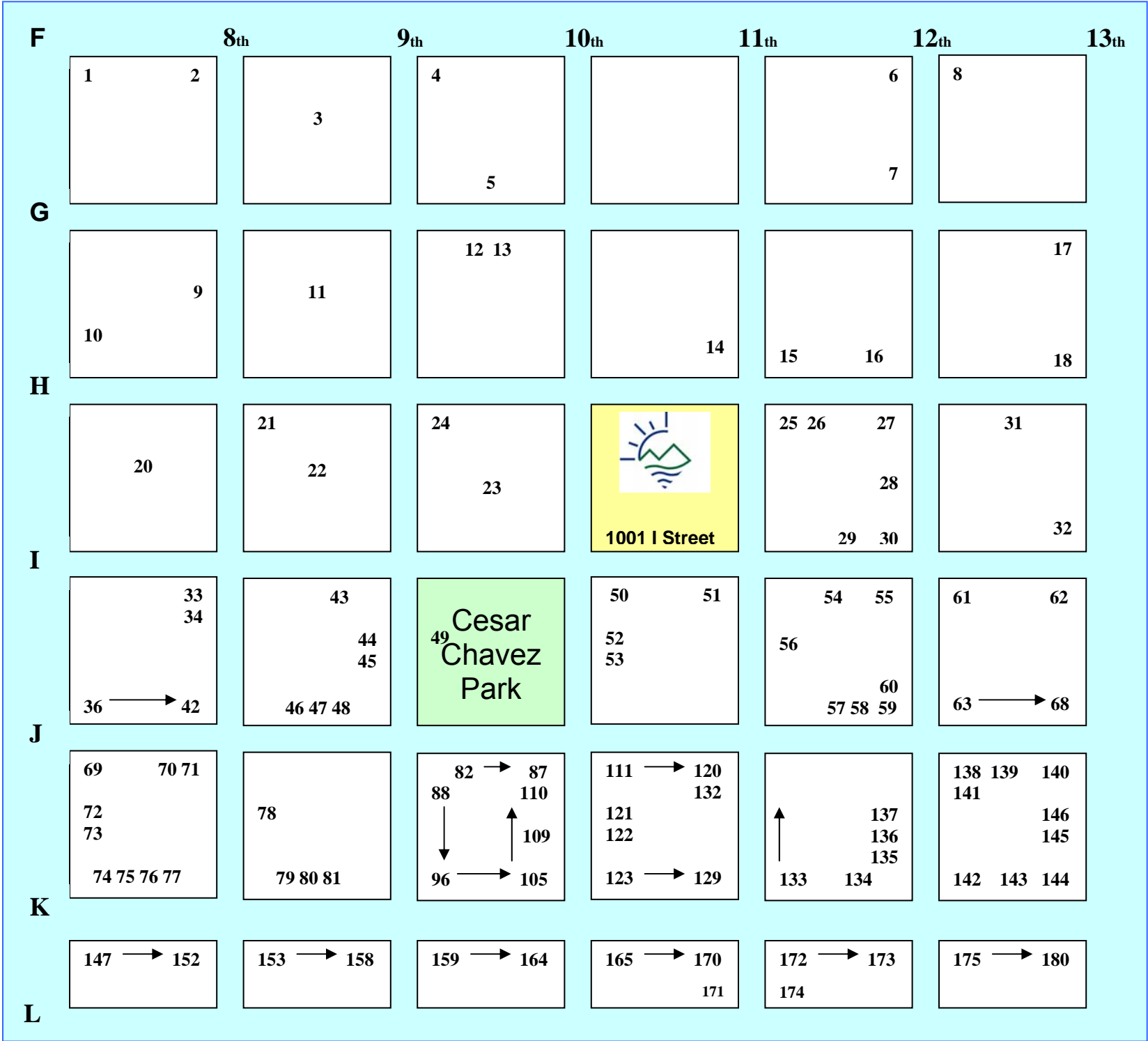
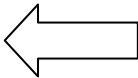
Area Map



Department of Toxic
Substances Control



Downtown
Plaza





Legend

Ⓟ 1	County Parking	61	Discount Tire	121	De Row & Sharma Clothing
2	County Clerk	Ⓟ 62	Public Parking (hourly)	122	Bank
3	Jury Court Parking	63	The Grand Hotel	123	Pro Photo
4	County Public Works	64	TC Printing	124	La Boheme Hauf Brau
5	County District Attorney	65	Brooks Travel	125	Beauty Supplies
🍷 6	Dominos Pizza	🍷 66	Sub Depot	126	Crest Theater & Café
7	Boys & Girls Club	67	Omega Travel Agency	🍷 127	Teriyaki Express
8	Dollar Rental Car	🍷 68	Pennisi's Deli	🍷 128	Blimpie Subs
9	County Parking	69	Longshore's Luggage	🍷 129	Pyramid Alehouse
Ⓟ 10	Public Parking (hourly)	Ⓟ 70	Public Parking (hourly)	130	Smith Gallery
11	County Court House	🍷 71	Bagful of Bagels	131	UPS/Fed Ex
🍷 12	G Street Café	72	G. Rossi & Co. Florist	132	Capitol Hair Design
13	Corner Copy Shop	73	Merchants National Bank	133	Cathedral of Blessed Sacrament
14	Travel Lodge Hotel	🍷 74	Sac Tix Café	🍷 134	Subway
15	Travel Lodge Hotel	🍷 75	Starbucks	135	Shoe Repair
16	Porter Sprague Body Shop	76		136	Chiropractic
17	Church	77	Optometrist	🍷 137	Q King B-B-Q
18	Discovery Tree School	78	Renaissance Tower	138	Kinko's Copy /FedEx
🍷 19	Sterling Hotel & Chanterelle Rst.	🍷 79	Sac Bakery	139	Procida Florist
20	County Administration Building	80	Department of Water Resources	140	Sheraton Grand Hotel
21	Sacramento Credit Union	81	River City Bank	141	Jerry Sham Footwear
22	Post Office	82	Christian Science Reading	🍷 142	The Broiler
23	City Hall	83	Paramount Market	143	I MAX Theater
24	Sacramento International Hostel	🍷 84	Deluxe Burgers	144	Esquire Grill
🍷 25	Sophia's Dining	🍷 85	Teriyaki To Go	🍷 145	Fuel Espresso
26	Sutter House Restaurant	🍷 86	Park Plaza Café	Ⓟ 146	I MAX & Public Parking
27	Best Western Hotel	87	Optician	147	Men's Warehouse
🍷 28	Jim Denny's Hamburgers	🍷 88	My Thai Cuisine	148	Serlof's Men's Clothing
29	Goodyear Tire	89	MM Printing	🍷 149	Saga Sushi Japanese Restaurant
30	Print Place	🍷 90	Japanese Fast Food	🍷 150	Flourchild's Pizzeria
31	Grady's Copy Shop	91	Victoria Beauty Salon	🍷 151	Yummy Choice Oriental Cuisine
Ⓟ 32	Public Parking	92	Paris Perfumes	🍷 152	K St. Mini Market & Deli






Legend

33	Police Station	93	K.S. Shoe Repair	153	Capitol Gifts
☹	34 Liz's Sandwiches	94	Optometrist	154	
35	Sacramento Chamber of Commerce	95	Capitol Plaza Hotel	155	Optometry
☹	36 Jade Garden Restaurant	☹	96 La Bou	156	Casa Blanca Furniture
☹	37 Ricci's Restaurant	97	Pac Bell PCS	157	Jordan Cellular Phones
38	Yee Dental Care	☹	98 Alejandro's Mexican Restaurant	158	Off. of Statewide Health Planning...
39	Legal Bookstore	99	Keys Made	159	River City Bank
40	Getaway Express (passports)	☹	100 Subway	160	Association of CA Water Agencies
☹	41 India Restaurant	☹	101 Bento House Restaurant	161	On Time Fashions
42	Law Offices	102	K Mini Mart	162	Payless Shoe
43	Sacramento Public Library	103	Mike's Tailoring & Clothing	163	Choice Casuals
☹	44 La Bou Bakery Café	☹	104 Farley's Restaurant	164	Washington Mutual Bank
☹	45 Starbucks	☹	105 Hana's Corner Deli	165	Rite Aid
Ⓟ	46 Public Parking (hourly)	☹	106 Bud's Café	166	Capitol Clothing
☹	47 Café	107	Western Union	167	Hit or Miss Clothing
48	US Bank Plaza	☹	108 Megami's	168	Florist
☹	49 Café Soleil	109	Temple Fine Teas & Coffee	169	Optometrist
50		110	Goodie Tuchews Cookies	☹	170 Café Ambrosia
Ⓟ	51 Public Parking (hourly)	☹	111 J's Café	171	Jump Start Cafe
52	City Administration	112	Fred Meyer Travel	172	Comm. on Improvement of Life...
53	Public Works-Architecture	☹	113 Indochine Chinese Restaurant	173	Bank of America
54	California Pharmacy Museum	114	All About Travel	☹	174 Chickory Café and Coffee
☹	55 Hotel Amarin & Thai Restaurant	115	University of Northern California	175	Shinju Jewelry
56	Elks Temple	116	Lorenzo Patino School of Law	☹	176 The Joy of Cookies
Ⓟ	57 Public Parking (hourly)	117	Peppers Mexican Café	☹	177 Café Dolce
58	Johanson's Photo	118	PFAFF Sewing Machine	178	Laura Du Priest
☹	59 Tony's Del	119	Arbor Printing	179	The Crate & ACG Gallery
60	AEF Shoe Shop	☹	120 Mother India	☹	180 Upper Crust Pizza

Champlin's Evergreen Café

August 2008

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Chicken Burrito Grande \$5.95	2
3	4 Seven Topping Baked Potato \$5.75	5 Oriental Chicken Salad w/ Sesame dressing & won ton chips \$5.95	6 Shredded Chicken Quesadilla w/rice, beans, & toppings \$6.25	7 French Dip Au Jus on a French Roll w/side \$5.65	8 Two Chicken or Beef Tacos w/rice & beans \$5.95	9
10	11 Seven Topping Baked Potato \$5.75	12 Sweet Home Alabama (Shredded Barbeque pork, jack cheese & red cabbage slaw on toasted bun) w/side \$5.95	13 Shredded Pork Carnitas w/rice, beans, tortilla & toppings \$5.95	14 "The Bird" (Turkey, Monterey Jack cheese, bacon, avocado & tomato on sliced sourdough) w/side \$5.95	15 Chicken Burrito Grande \$5.95	16 
17 	18 Seven Topping Baked Potato \$5.75	19 Chicken Baja Salad (Shredded Chicken over romaine, Grilled Peppers, Tomatoes, Corn, & Mexican Cheese w/Chipotle Ranch Dressing) \$5.95	20 Chicken Tamale w/rice, beans & toppings \$5.95	21 "Monterey" (Lean Roast Beef Mild Green Chiles Melted Monterey Jack Chipotle Mayonnaise on French Roll) w/side \$5.95	22 Chicken Taco Salad Grande \$5.95	23
24 31	25 Seven Topping Baked Potato \$5.75	26 Spaghetti w/meatballs, garlic bread & garden salad \$5.95	27 Two Shrimp & Avocado Tacos w/rice & beans \$6.25	28 Chicken Caesar Wrap (Chicken Caesar Salad in a Spinach Tortilla) \$5.95	29 Chicken Burrito Grande \$5.95	30



Department of Toxic
Substances Control

Berkeley Office

700 Heinz Ave, Suite 200
Berkeley, CA 94710-2721

Restaurants:

- **Riva Cucina Italian Cafe**
800 Heinz Ave, Berkeley, CA
510-841-7482 (0.11 miles away)
- **900 Grayson**
900 Grayson St, Berkeley, CA
510-704-9900 (0.26 miles away)
- **Café Cacao**
914 Heinz Ave, Berkeley, CA
510-843-6000 (0.27 miles away)
- **Olive Grove Pizza Cafe**
933 Ashby Ave, Berkeley, CA
510-549-9289 (0.33 miles away)
- **Café Clem**
2703 7th St, Berkeley, CA
510-204-9602 (0.33 miles away)
- **Juan's Place**
941 Carleton St, Berkeley, CA
510-653-6904 (0.39 miles away)
- **Quisnos**
6520 Hollis St, Berkeley, CA
510-653-1600 (0.46 miles away)
- **Jamba Juice Co**
6475 Christie Ave #150, Berkeley, CA
510-596-0100 (0.49 miles away)
- **Cocina Poblana Restaurant**
1320 65th st, Berkeley, CA
510-923-0497 (0.49 miles away)

Grocery/Convenience Stores/Coffee :

- **Cooperative Grocery**
1450 65th St, Emeryville, CA
510-428-2933 (0.31 miles away)
- **Andronico's Markets Inc**
6529 Hollis St, Emeryville, CA
510-450-0248 (0.45 miles away)
- **Coffee & Snack Shop**
5980 Horton St, Emeryville, CA
510-594-0445 (0.82 miles away)
- **University Chevron Mini-Mart**
1500 University Ave, Berkeley, CA
510-548-2919 (1.44 miles away)
- **7-Eleven**
1501 University Ave, Berkeley, CA
510-841-1330 (1.45 miles away)
- **Uncommon Cafe**
2813 7th St, Berkeley, CA
510-845-5264 (0.93 miles away)





Department of Toxic
Substances Control

Sacramento Office
8800 Cal Center Drive
Sacramento, CA 95826

Restaurants:

- **El Forastero Mexican Food**
8969 Folsom Blvd, Sacramento, CA
916-363-9426 (0.21 miles away)
- **Philadelphia Cheesesteak Co.**
8963 Folsom Blvd, Sacramento, CA
916-362-6445 (0.2 miles away)
- **Ninja Sushi**
8937 Folsom Blvd, Sacramento, CA
916-369-1935 (0.21 miles away)
- **Budnamu Jip**
8979 Folsom Blvd, Sacramento, CA
916-366-6698 (0.22 miles away)
- **KFC**
8991 Folsom Blvd, Sacramento, CA
916-363-7310 (0.23 miles away)
- **Mc Donald's**
8901 Folsom Blvd, Sacramento, CA
916-362-1951 (0.25 miles away)
- **Jimboy's Tacos**
9007 Folsom Blvd, Sacramento, CA
916-366-8618 (0.26 miles away)
- **Pizza Hut**
9011 Folsom Blvd, Sacramento, CA
916-363-3200 (0.27 miles away)
- **Stock Market Bar & Grill**
8887 Folsom Blvd # 5, Sacramento, CA
916-361-0707 (0.28 miles away)
- **La Bou**
8887 Folsom Blvd # 8, Sacramento, CA
916-361-2866 (0.28 miles away)

Grocery/Convenience Stores/Coffee:

- **M&M Discount Liquor & Grocery**
8949 Folsom Blvd, Sacramento, CA
916-369-7094 (0.2 miles away)
- **Short Step**
9015 Folsom Blvd, Sacramento, CA
916-363-1149 (0.28 miles away)
- **Rivers Edge Café & Espresso**
8740 La Riviera Dr # C, Sacramento, CA
916-362-2221 (0.55 miles away)
- **Shell Gas & Subway Food Mart**
9199 Folsom Blvd, Sacramento, CA
916-362-3001 (0.79 miles away)





Department of Toxic
Substances Control

Imperial County CUPA Office
301 Heber Ave.
Calexico, CA 92231-2861

Restaurants:

- Fiesta Restaurant
219 E 3rd St, Calexico, CA
760-357-4595 (0.15 miles away)
- D Poly
601 E 2nd St, Calexico, CA
760-357-2428 (0.18 miles away)
- Mc Donald's
232 E 1st St, Calexico, CA
760-357-4730 (0.2 miles away)
- Jack In the Box
121 Rockwood Ave, Calexico, CA
760-357-3778 (0.21 miles away)
- Arias Mexican Food
145 E 2nd St, Calexico, CA
760-357-6389 (0.21 miles away)
- Fito's Café
337 Paulin Ave, Calexico, Ca
760-768-9076 (0.23 miles away)
- Mi Casita Restaurant
337 Paulin Ave, Calexico, CA
760-357-5983 (0.23 miles away)
- Border Café
115 E 1st St, Calexico, CA
760-357-5200 (0.27 miles away)
- Church's Chicken
344 Imperial Ave, Calexico, CA
760-357-6630 (0.3 miles away)
- Guadalajara's
26 W 3rd St, Calexico, CA
760-768-1294 (0.32 miles away)
- Original Hamburger Stand
445 S Imperial Ave, Calexico, CA
760-357-3114 (0.32 miles away)

Grocery/Convenience Stores/Coffee :

- La Unica Inc
327 E 2nd St, Calexico, CA
760-357-5374 (0.09 miles away)
- Grace House Inc
255 E 2nd St, Calexico, CA
760-357-1180 (0.14 miles away)
- Temptations Bakery Deli
105 Heber Ave, Calexico, CA
760-357-4695 (0.14 miles away)
- Accentro
241 E 2nd St, Calexico, CA
760-357-4818 (0.15 miles away)
- Calexico Market
221 E 2nd St, Calexico, CA
760-357-4522 (0.16 miles away)
- Lee's Pronto Market
23 Heffernan Ave, Calexico, CA
760-768-8567 (0.19 miles away)
- 7-Eleven
904 S Imperial Ave, Calexico, CA
760-357-4246 (0.66 miles away)





Department of Toxic
Substances Control

Chatsworth Office
9211 Oakdale Avenue
Chatsworth, CA 91311-6520

Restaurants:

- **Stonefire Grill 5**
9229 Winnetka Ave, Chatsworth, CA
818-534-3364 (0.24 miles away)
- **Poquito Mas**
9229 Winnetka Ave, Chatsworth, CA
818-775-1555 (0.24 miles away)
- **JavaCentrale**
9201 Winnetka Ave, Chatsworth, CA
818-998-5284 (0.24 miles away)
- **Subway**
9243 Winnetka Ave #C, Chatsworth, CA
818-772-2500 (0.17 miles away)
- **Habit Restaurant Inc**
9243 Winnetka Ave, Chatsworth, CA
818-773-0257 (0.24 miles away)
- **Applebee's Neighborhood Grill**
9255 Winnetka Ave, Chatsworth, CA
818-407-0171 (0.24 miles away)
- **Olive Garden Italian Restaurant**
19724 Nordhoff Pl, Chatsworth, CA
818-701-1600 (0.28 miles away)
- **Black Angus Steakhouse**
9145 Corbin Ave, Chatsworth, CA
818-717-8334 (0.28 miles away)
- **Mimi's Cafe**
19710 Nordhoff Pl, Chatsworth, CA
818-717-8334 (0.3 miles away)
- **Flames BBQ Steakhouse**
9350 Corbin Ave, Chatsworth, CA
818-700-9495 (0.3 miles away)

Grocery/Convenience Stores/Coffee :

- **Arco Palace**
9454 Corbin Ave, Chatsworth, CA
818-993-7120 (0.38 miles away)
- **Gelson's Markets**
19500 Plummer St, Chatsworth, CA
818-377-4133 (0.61 miles away)
- **7-Eleven**
8707 Corbin Ave, Chatsworth, CA
818-701-7132 (0.7 miles away)
- **Starbucks**
19500 Plummer St #F4, Chatsworth, CA
818-576-1073 (0.61 miles away)
- **Gloria Jean's Coffee**
9301 Tampa Ave, Chatsworth, CA
818-998-2776 (0.77 miles away)





Department of Toxic
Substances Control

Clovis Office
1515 Tollhouse Road
Clovis, CA 93611-0522

Restaurants:

- **El Pueblito Restaurant**
1437 Tollhouse Rd, Clovis, CA
559-298-2068 (0.23 miles away)
- **El Mariachi Carniceria**
1411 Tollhouse Rd, Clovis, CA
559-298-1155 (0.24 miles away)
- **Pizza Hut**
1610 Herndon Ave #102, Clovis, CA
559-322-0800 (0.58 miles away)
- **Aroy Thai Cuisine**
1660 Herndon Ave #107, Clovis, CA
559-324-8317 (0.58 miles away)
- **Jack In the Box**
1680 Herndon Ave, Clovis, CA
599-297-8873 (0.58 miles away)
- **Bobby Salazar's Taqueria**
1805 Herndon Ave, Clovis, CA
559-324-0484 (0.61 miles away)
- **Panda Express**
1805 Herndon Ave, Clovis, CA
559-323-2126 (0.61 miles away)
- **Cold Stone Creamery**
1845 Herndon Ave #A, Clovis, CA
559-298-9301 (0.65 miles away)
- **Quiznos**
1845 Herndon Ave #C, Clovis, CA
559-322-4090 (0.65 miles away)

Grocery/Convenience Stores/Coffee :

- **Peacock Market**
1427 Tollhouse Rd, Clovis, CA
559-299-6627 (0.24 miles away)
- **Super Exxpress**
304 Sunnyside Ave, Clovis, CA
559-299-1837 (0.28 miles away)
- **B S Coffee Shop**
233 Sunnyside Ave, Clovis, CA
599-299-2000 (0.24 miles away)
- **Starbucks**
1650 Herndon Ave, Clovis, CA
599-297-6410 (0.58 miles away)
- **Handi Shop Market**
190 Clovis Ave, Clovis, CA
599-298-8898 (0.75 miles away)
- **Snappy Food Store**
2220 Herndon Ave #103, Clovis, CA
599-298-7165 (0.93 miles away)
- **7-Eleven**
1170 Clovis Ave, Clovis, CA
599-298-1277 (1.15 miles away)





Department of Toxic
Substances Control

Cypress Office
5796 Corporate Avenue
Cypress, CA 90630-4732

Restaurants:

- **Quiznos**
5950 Corporate Ave #500, Cypress, CA
714-952-8881 (0.13 miles away)
- **Loft Hawaiian Restaurant**
5950 Corporate Ave, Cypress, CA
714-484-9802 (0.13 miles away)
- **Wendy's**
5970 Corporate Ave, Cypress, CA
714-226-9686 (0.15 miles away)
- **Sub's & Grub**
5923 Cerritos, Cypress, CA
714-995-5800 (0.17 miles away)
- **Carl's Jr**
5930 Cerritos Ave, Cypress, CA
714-527-7443 (0.17 miles away)
- **Chili's Grill & Bar**
10643 Valley View St, Cypress, CA
714-229-0478 (0.59 miles away)
- **El Pollo Loco**
5959 Cerritos Ave, Cypress, CA
714-484-1317 (0.19 miles away)
- **Sweetee Thai**
10557 Valley View St, Cypress, CA
714-828-7371 (0.2 miles away)
- **Hanabi Sushi Restaurant**
10545 Valley View St, Cypress, CA
714-623-6106 (0.2 miles away)
- **Café Hiro**
10509 Valley View St, Cypress, CA
714-527-6090 (0.22 miles away)

Grocery/Convenience Stores/Coffee :

- **It's A Grind Coffee House**
5950 Corporate Ave, Cypress, CA
714-220-1404 (0.13 miles away)
- **7-Eleven**
10488 Valley View St, Buena Park, CA
714-826-7912 (0.24 miles away)
- **Starbucks**
5373 Katella Ave #A, Cypress, CA
714-995-2884 (0.47 miles away)
- **Starter Bros Markets**
10051 Valley View St, Cypress, CA
714-761-1662 (0.6 miles away)
- **Ralphs**
6080 Ball Rd, Buena Park, CA
714-527-0381 (0.67 miles away)
- **Espress-O Service**
10011 Saint John Circle, Cypress, CA
714-229-1841 (.77 miles away)
- **On Zone Foods**
6273 Ball Rd, Cypress, CA
714-995-9270 (0.8 miles away)
- **AMPM**
9511 Valley View St, Cypress, CA
714-826-7026 (1.14 miles away)





Department of Toxic
Substances Control

San Diego Office
2878 Camino Del Rio South, Suite 402
San Diego, CA 92108-3847

Restaurants:

- **Dave & Buster's**
2931 Camino Del Rio North
619-280-7115 (0.2 miles away)
- **Antique Row Café**
3002 Adams Ave, San Diego, CA
619-282-9758 (0.57 miles away)
- **Sabrosito Taco Shop**
2941 Adams Ave, San Diego, CA
619-280-4665 (0.57 miles away)
- **Cantina Mayahuel**
2934 Adams Ave, San Diego, CA
619-283-6292 (0.57 miles away)
- **Casa Adams**
3038 Adams Ave, San Diego, CA
619-284-2272 (0.57 miles away)
- **IHOP Restaurant**
2169 Fenton Pkwy, San Diego, CA
619-640-3711 (0.59 miles away)
- **Subway**
2169 Fenton Pkwy #101, San Diego, CA
619-563-1940 (0.59 miles away)
- **Dragon Chinese & Oriental Food**
2169 Fenton Pkwy, San Diego, CA
619-281-2198 (0.59 miles away)
- **Taco Del Mar**
2245 Fenton Pkwy, San Diego, CA
619-283-1496 (0.59 miles away)
- **Bully's East**
2401 Camino Del Rio South, San Diego, CA
619-219-2665 (0.59 miles away)

Grocery/Convenience Stores/Coffee :

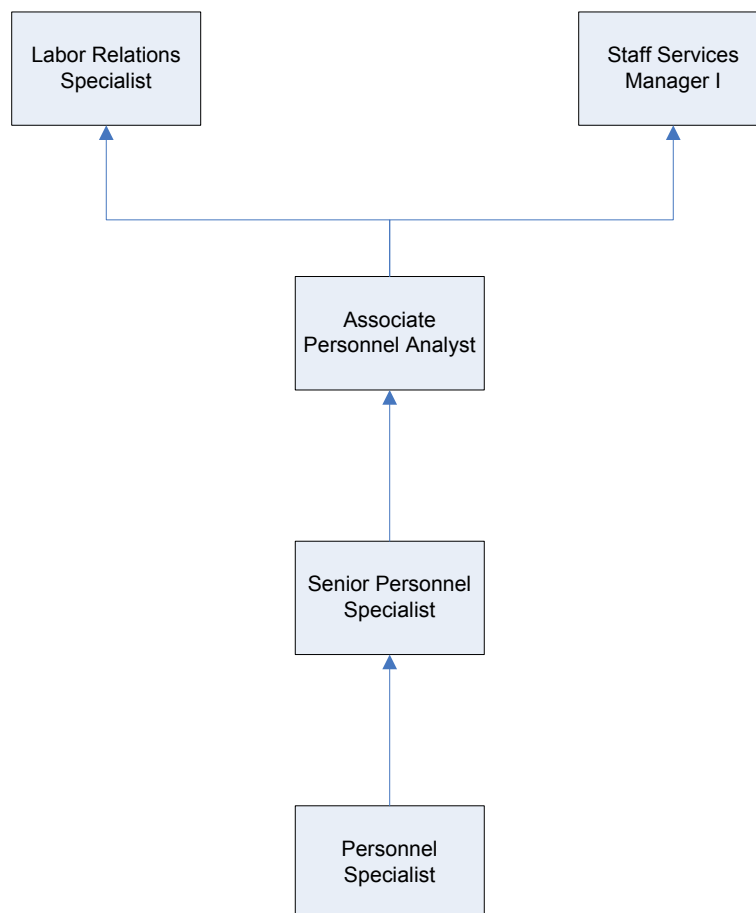
- **Fiesta Market**
3015 Adams Ave, San Diego, CA
619-284-5142 (0.57 miles away)
- **7-Eleven**
4687 Ohio St, San Diego, CA
619-282-6981 (0.59 miles away)
- **Costco**
2345 Fenton Pkwy, San Diego, CA
619-358-4003 (0.63 miles away)
- **Valero Corner Store**
3150 Adams Ave, San Diego, CA
619-284-6375 (0.58 miles away)
- **Starbucks**
2245 Fenton Pkwy #110, San Diego, CA
619-516-1360 (0.59 miles away)



Appendix C

Career Ladders

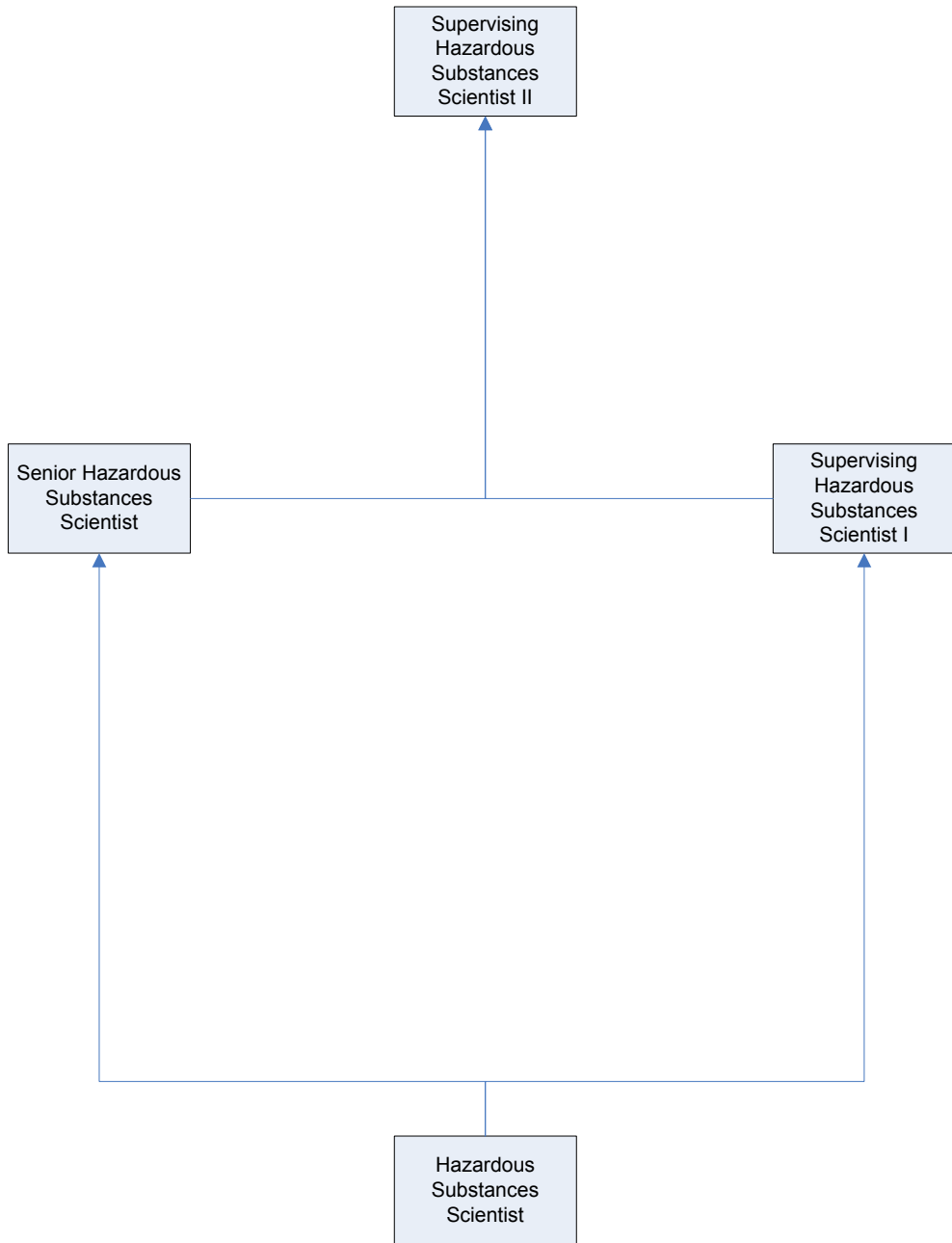
Career Ladder for Personnel/Human Resources Series



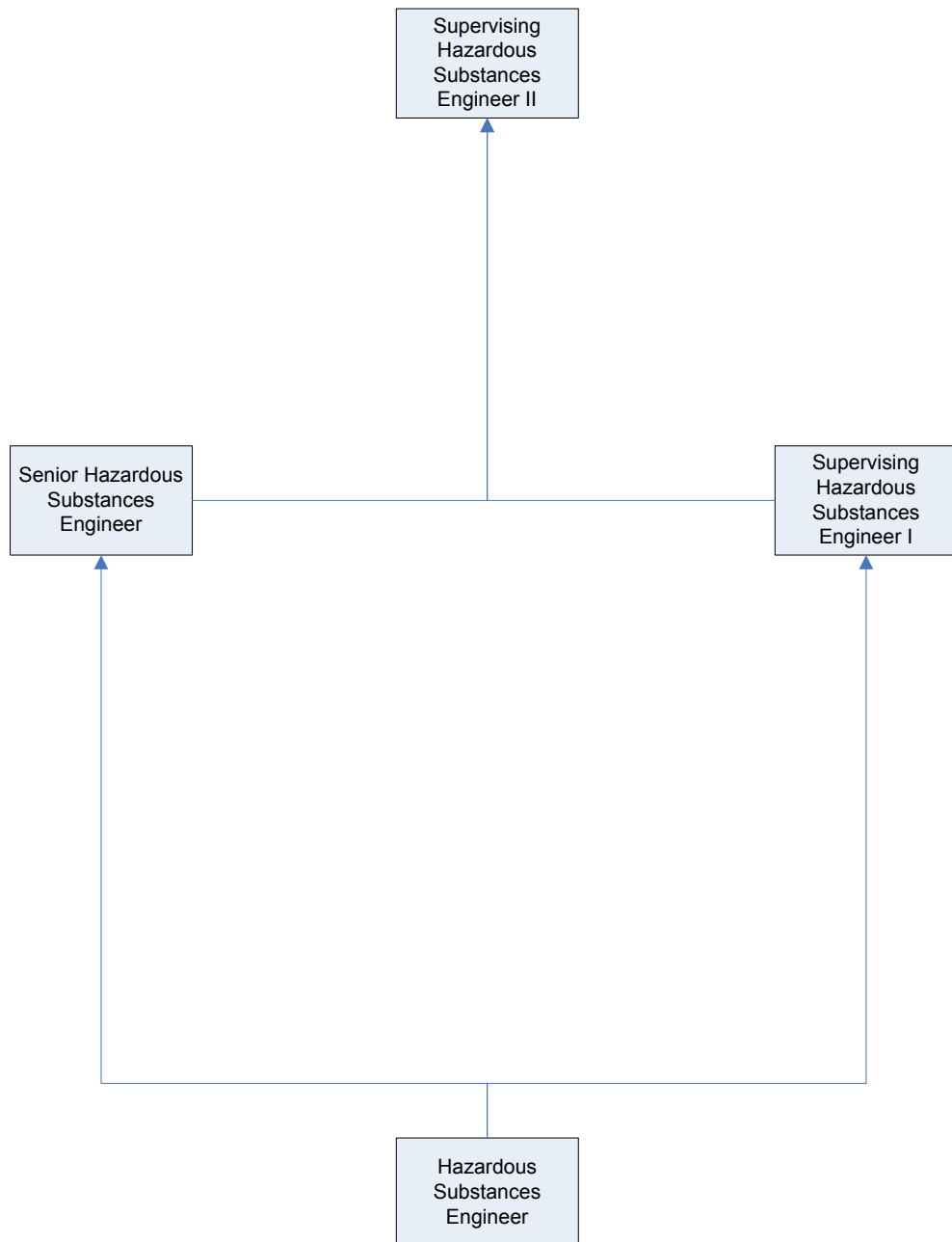
Career Ladder for Information Technology Series



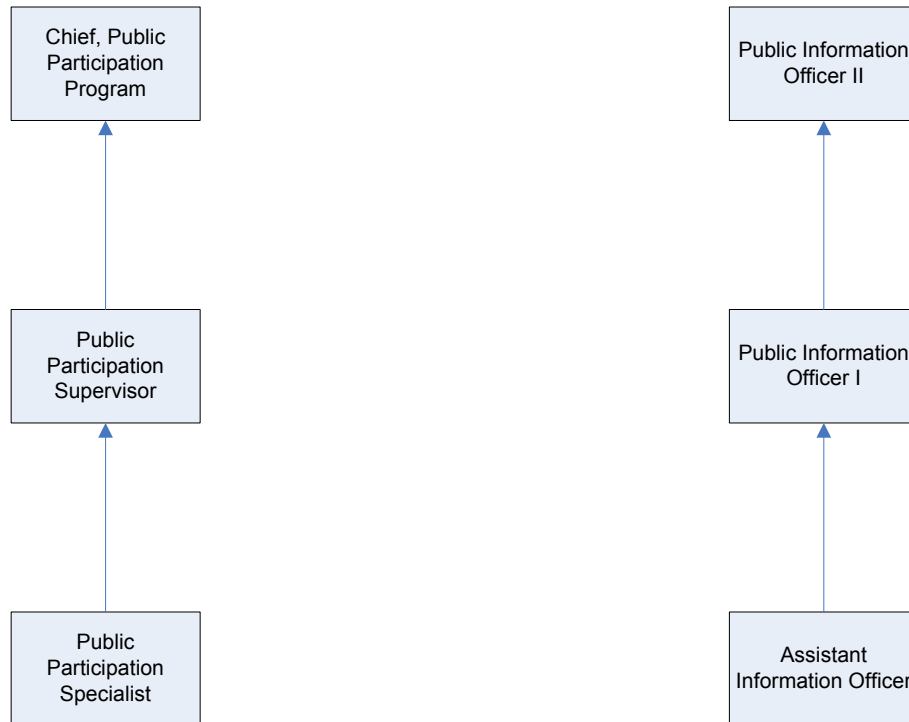
Career Ladder for Hazardous Substances Scientist Series



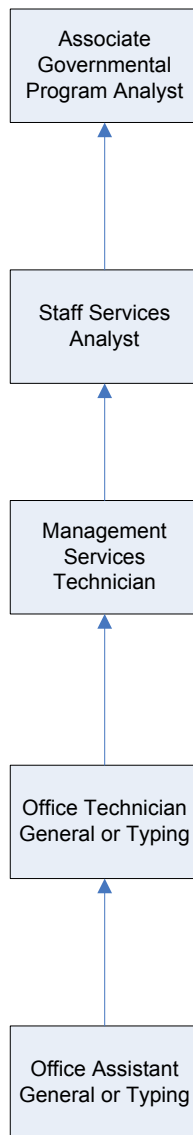
Career Ladder for Hazardous Substances Engineer Series



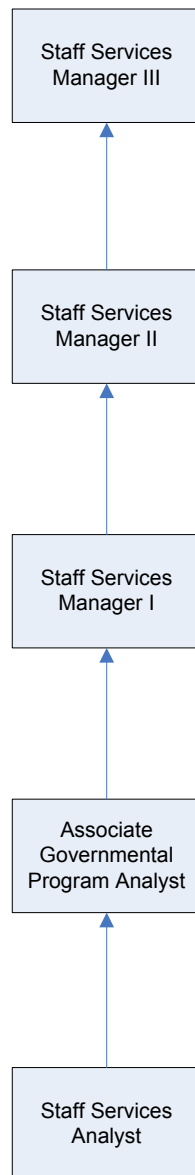
Career Ladder for Communications_Outreach Series



Career Ladder for Clerical to Analyst Series



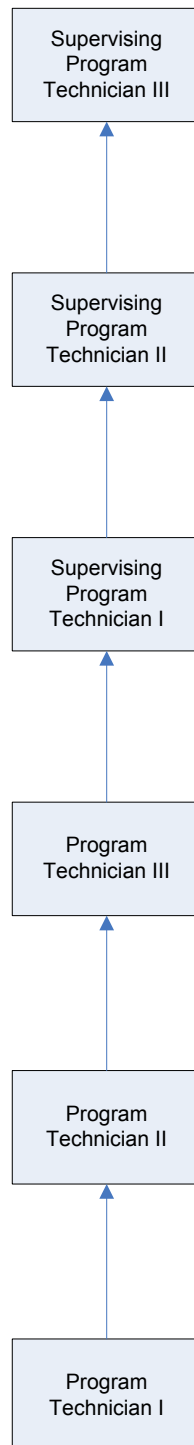
Career Ladder for Analyst to Manager Series



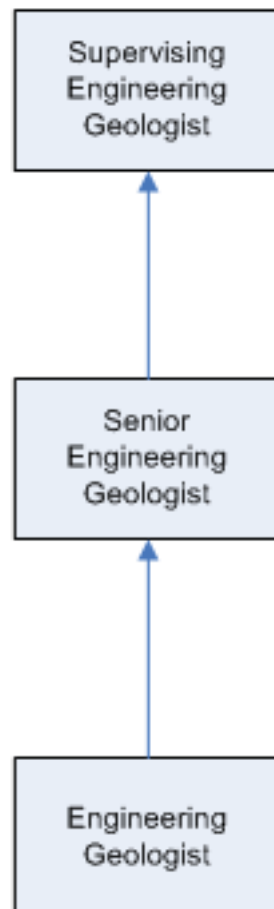
Career Ladder for Accounting Series



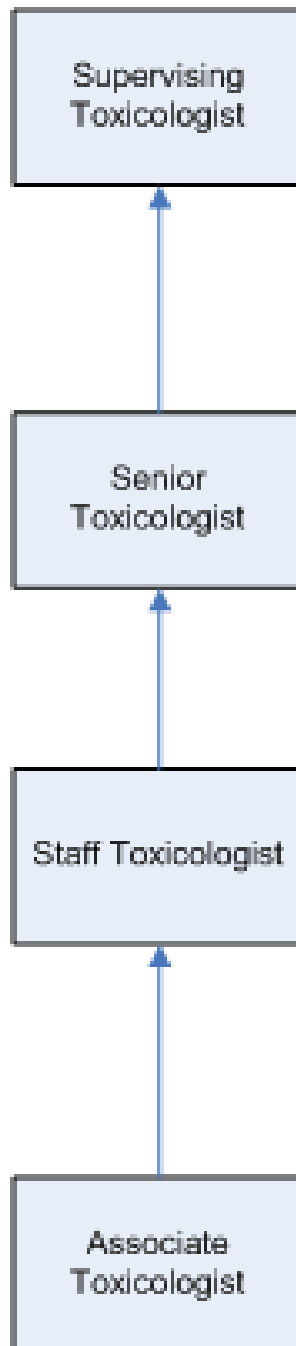
Career Ladder for Program Technician Series



Career Ladder for Geologist Series



Career Ladder for Toxicologist Series



Appendix D

Support Staff Academy Plan

SUPPORT STAFF ACADEMY RECOMMENDED CURRICULA

The intent of this document is to provide a starting point on which to build the Support Staff Academy Curricula. These curricula were developed by the members of the Training Advisory Group. It consists of the classes that appeared to be uniformly needed across the programs of their support staff. It also includes subject areas not originally included that may of particular interest or import to the potential participants. We omitted names of individual training providers, as they are not all confirmed, but retained other internally available resources. We are sending out a survey to support staff and are waiting for the results to enhance and finalize the curricula (early 2009).

CATEGORY	TOPICS	INTERNAL RESOURCE
New Employee Orientation	New Employee Orientation <ul style="list-style-type: none"> Personnel Orientation <ul style="list-style-type: none"> Support Services and Programs Administrative Programs Functions Videos Program Function Videos 	Intranet – Videos HR
	Getting to Know DTSC <ul style="list-style-type: none"> DTSC's Mission, Vision, Values, and Performance Measures DTSC acronyms and lingo Communications in DTSC DTSC document formatting and processing DTSC's approach to project management and teams 	Intranet – Strategic Plan TIPS Manual TIPS Manual TIPS Manual
	Information Technology Basics <ul style="list-style-type: none"> GroupWise fundamentals and e-mail etiquette DTSC's databases and record keeping structure and procedures Submitting Trouble Tickets and software requests 	InfoGap – Computer Reference & Support
	Resources <ul style="list-style-type: none"> Subject Matter Experts and Support Groups Research and Resources 	Contact & Resource List (Under Intranet Departmental) Intranet – Library webpages
	Career Management <ul style="list-style-type: none"> Writing an Effective Individual Development Plan (IDP) Understanding Career Ladders Preparing for Exams Effective Resumes Effective Interviewing Techniques Upward Mobility Program 	Exam Information and Resources Intranet Webpage Office of Training and Workforce Development Human Resources Exams Unit

Health & Safety Training	Workplace Safety <ul style="list-style-type: none"> • Building Emergency Protocols • Illness and Injury Prevention Program • Office Ergonomics • Defensive Drivers Training • Fire Extinguisher Use 1st Aid/CPR/AED 	Thomas Properties or Regional Admin Managers Industrial Hygienists Industrial Hygienists DGS Thomas Properties or Regional Admin Managers American Red Cross
Mandated Training	<ul style="list-style-type: none"> • Privacy Training • Sexual Harassment Prevention Training • Workplace Violence Prevention Training • Diversity Training 	InfoGap – Administrative Directives for policies and procedures Office of Training and Workforce Development
Foundational Skills Training	Interpersonal Skills <ul style="list-style-type: none"> • Facilitation Skills • Conflict Resolution • Dealing with Difficult People 	E-Learning (Coming soon) or CPS
	The Three R's <ul style="list-style-type: none"> • Basic Reading and Comprehension skills • Business Writing • Basic/Business Math Skills 	E-Learning (Coming soon) or CPS
	Communication Skills <ul style="list-style-type: none"> • Using Plain Language • Customer Service Basics • How to handle a public complaint or phone call 	Plain Language Training Material; Graphics and Editorial Standards Manual; TIPS Manual
	Personal Productivity <ul style="list-style-type: none"> • Stress Management • Time Management • Workload Management • Organizational Skills 	E-Learning (Coming soon) or CPS or Office of Training and Workforce Development
Information Technology /Desktop Applications Training	Desktop Applications – to intermediate levels <ul style="list-style-type: none"> • GroupWise • Internet Explorer • Word • Excel • PowerPoint • Access 	E-Learning (Coming soon), ISInc, or DTS
Administrative Support Functions	Travel and Training <ul style="list-style-type: none"> • Making Travel Arrangements - Rainbow • Travel Expense Claim procedures • Training Request Form (DTSC 1106) and request processing 	Intranet – Travel Manual Intranet – Training Manual
	Meeting Management <ul style="list-style-type: none"> • How to set up meetings, reserve rooms, and make conference calls • How to use video-conferencing equipment and set up a video-conference 	Cal/EPA Room Reservation System Videoconferencing webpage on Intranet

	Procurements and Contracting basics <ul style="list-style-type: none"> • Purchasing Commodities (DTSC 1185) • Contracts • Service Authorizations • Cal Card • Interagency Agreements • Small and Disabled Veteran Owned Businesses • State Rules and Reporting Requirements • Green Purchasing 	Contracts and Business Management Branch DGS
	Filing and Tracking Systems <ul style="list-style-type: none"> • Filing Fundamentals • Developing an Effective Tracking System 	
	Miscellaneous <ul style="list-style-type: none"> • EMS/Going Green 	Eubie Green on Cal/EPA Intranet
Science and Analytical Skills Training	Basic Analytical Skills <ul style="list-style-type: none"> • Problem Solving • Critical Thinking • Decision Making 	E-Learning (Coming soon) or CPS
Program Specific Introductory Training	<ul style="list-style-type: none"> • Program Area Mission, Vision, Values, and Performance Measures • Program Organizational Chart 	Program staff

Appendix E

Employee of the Month Program

Employee of the Month Program

The Employee of the Month Program highlights one employee, per major region each month, as a person who best displays the Department's values: Leadership, Respect, Teamwork, Innovation, and Commitment. All Department staff will be included in the selection process and five awards will be distributed each month as follows: Headquarters, Cal Center (includes Clovis), Berkeley, Chatsworth (includes Callexico), and Cypress (includes San Diego and the LA lab).

A selection committee (group of five people at each location) will be formed at Headquarters, Cal Center, Berkeley, Chatsworth, and Cypress. Each month, the committees in each region will evaluate nominations, sent in from staff (any level), and discuss who should receive the award. Once selected, the award recipient will receive a commemorative personalized plaque detailing the month and region of recognition, along with recognition on DTSC News and their name engraved on another plaque, which will highlight the year's recipients, displayed on a prominent wall in their region. If timely, recipients will also be recognized during All-Staff Meetings.

At the end of the year, the Office of Human Capital and Workforce Innovation plans to recognize an Employee of the Year, selected from the current year's 60 Employee of the Month recipients. The committees from each region will all meet together, each with their top two picks from their respective region, and select one employee from the 10 nominees. The Employee of the Year will receive a reward similar to the Superior Accomplishment Award (Gold): \$500 and a commemorative plaque.

Items to purchase:

- Commemorative wall plaque displaying the year's recipients from the region \$50 each including all engravings (one per major region, five total per year)
- Personalized individual plaques at \$30 each (one per month per region, 60 per year)

Funding source: The Budget Office agreed to Human Capital using \$5,000 a year from the training budget for the program

Appendix F

Informal Recognition Profile

Informal RECOGNITION PREFERENCE Profile

From time to time we would like to recognize your efforts for an outstanding job and we really want to make the reward valuable and personal. To help us figure out what it is you might like, we need to know:

What is _____'s favorite:
(What do you prefer to be called?)

(All questions are optional)

Do you like being recognized?

☐ No ☐ In private ☐ Openly ☐ A bit of both ☐ Bring it on!

Which of the following types of celebrations do you prefer?

☐ None ☐ Breakfast ☐ Lunch ☐ Dinner ☐ Potluck
☐ Personal Gift ☐ Something Else _____

Do you like to be surprised?

☐ Yes ☐ No
☐ You won't be able to surprise me!

Restaurant/Food

Fast food breakfast and lunch (Big Mac, fries, etc.)

Pizza/Brands & toppings

Desserts

Bagels, donuts, muffins

Snack foods

Coffee brand (Coffee Beanery, Starbucks, etc.) and drink (Cappuccino, etc.)

Soda or Beverages

Miscellaneous, Favorites

Sports teams

Magazines

Malls/Dept stores

Video stores

Bookstores

Do you:

Collect anything?

Play sports?

Have a hobby?

May we acknowledge your birthday? ☐ Yes ☐ No **When is it?** Month/Day: _____

When did you start working with the State? Month/Year: _____

When did you start working with the Department? Month/Year: _____

Have we missed anything?

Appendix G

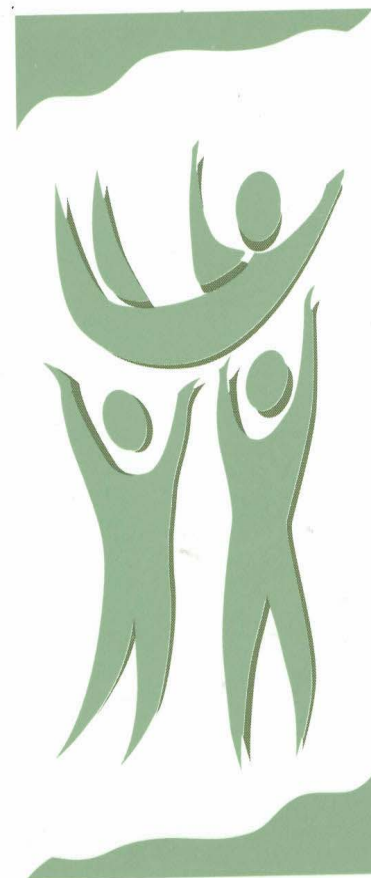
e-ECO Card

E

C

O

ESTEEMED COLLEAGUE



O VATION

To:

From:

Appendix H

“Smiles” Program

What is Smiles?

The “Smiles” Program is an Intranet-based, internal program where:

- Any staff member can recognize another staff member with a public thank you note, without having to follow cumbersome processes or complete forms.
- Allows any employee to recognize any other employee for a contribution, accomplishment, or any other reason.
- Has no specific criteria.
- Requires no management or any other review.

Tips for Sending Smiles

- Offer specific remarks that focus on what specifically about the contribution or accomplishment makes it outstanding.
- Effective timing is key. Recognizing good work immediately is best. As soon as possible will also do.

Submit Your Smiles!

Thank you for taking the time to recognize your peers. Please complete and submit the form:

Smiles for (Name):

Description of Recognition:

Your Name:

Appendix I

New Exit-Transfer Questionnaire

Exit/Transfer Interview Questionnaire

The Department of Toxic Substances Control (DTSC) values your comments regarding your work environment. All employees exiting or transferring within DTSC are highly encouraged to participate in this questionnaire. Your input will provide valuable information in an effort to continuously improve employment practices, provide a positive and proactive work environment, and heighten employee satisfaction of DTSC. **The data obtained in this form will be used for these purposes only. Please be assured that the information you provide will be strictly confidential to the extent possible.**

I. General Background

1 Classification:

2 Date of Separation:

3 Former Supervisor's Name:

4 Unit/Division:

5 Length of service at:

Unit/Division:

DTSC:

State:

6 Gender:

7 Disability:

Exit/Transfer Interview Questionnaire**II. Reason for Separation**

8 Please indicate the type of separation:

- ☐ Transfer
- ☐ Promotion
- ☐ Retirement
- ☐ Other, please explain

9 Please indicate your reason(s) for leaving in more detail:

10 What suggestions for improvement do you have for us?

11 If we implemented your suggestions, would you consider returning to work for us?

12 Were you ever or are you currently involved in the transfer process?

13 If applicable, please describe your experience with the transfer process:

Exit/Transfer Interview Questionnaire**III. Employment with DTSC**

The following statement applies to questions 14 to 18:

When first hired at DTSC...

14 Did you attend a New Employee Orientation?

☐

15 Were your duties clearly explained?

☐

16 Did you receive an expectations memorandum from your supervisor?

☐

17 Did you receive a duty statement?

☐

18 If you answered yes to question #17, were the duties you actually performed consistent with your duty statement?

☐

The following statement applies to questions 19 to 22:

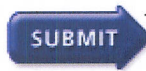
During your employment with DTSC...

19 Did you receive timely, meaningful, and comprehensive performance evaluations?

20 Did you complete a yearly Individual Development Plan?

21 Were the DTSC objectives, policies, and procedures effectively communicated to you?

22 Were employee conflicts resolved fairly and promptly in your office?:



Survey Page 3

Exit/Transfer Interview Questionnaire

IV. Your Former Supervisor/Manager

23 On a scale from 1 to 10, please rate the performance of your former supervisor/manager in the following categories (1 being poor and 10 being excellent):

1 2 3 4 5 6 7 8 9 10

Provided timely and effective evaluations:

1 2 3 4 5 6 7 8 9 10

Provided challenging/meaningful work assignments:

1 2 3 4 5 6 7 8 9 10

Provided clear directions:

1 2 3 4 5 6 7 8 9 10

Followed and applied DTSC policies and procedures consistently:

1 2 3 4 5 6 7 8 9 10

Demonstrated equitable treatment:

1 2 3 4 5 6 7 8 9 10

Encouraged and listened to suggestions:

1 2 3 4 5 6 7 8 9 10

Set clear expectations and standards:

1 2 3 4 5 6 7 8 9 10

Developed cooperation and team work:

1 2 3 4 5 6 7 8 9 10

Provided opportunities for training/development:

1 2 3 4 5 6 7 8 9 10

SUBMIT

Survey Page 4

Exit/Transfer Interview Questionnaire

V. Working Conditions

24

On a scale from 1 to 10, please rate your former working conditions (1 being poor and 10 being excellent):

1 2 3 4 5 6 7 8 9 10

Work space/facility conditions:

1 2 3 4 5 6 7 8 9 10

Safety on the job:

1 2 3 4 5 6 7 8 9 10

Workload:

1 2 3 4 5 6 7 8 9 10

Professionalism in the workplace:

1 2 3 4 5 6 7 8 9 10

Effective communication within/between units:

1 2 3 4 5 6 7 8 9 10

Effective overall internal communication:

1 2 3 4 5 6 7 8 9 10

Availability of resources to adequately perform duties:

1 2 3 4 5 6 7 8 9 10

Job security:

1 2 3 4 5 6 7 8 9 10

SUBMIT

Exit/Transfer Interview Questionnaire**VI. Civil Rights Issues**

- 25** Did you separate or transfer because of reasons you believe involve discrimination, hostile work environment, and/or retaliation?

- 26** If you answered yes to question #36, please explain:

- 27** Did you file a complaint with DTSC's Office of Civil Rights or any other state or federal agency?:

- 28** Did you require reasonable accommodation at anytime during your tenure with DTSC?

- 29** If you answered yes to question #39, were your needs met?

SUBMIT**Exit/Transfer Interview Questionnaire****VII. Additional Comments**

- 30** Are there any additional comments you would like to add?

- 31** Do you wish to discuss your comments in more detail with the Office of Civil Rights?

☐

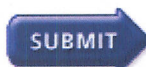
- 32** May the Office of Civil Rights contact you to discuss your comments in more detail?

☐

- 33** Please list how we may best contact you (optional):

Name:	<input type="text"/>
Telephone:	<input type="text"/>
Address 1:	<input type="text"/>
Address 2:	<input type="text"/>
City/Town:	<input type="text"/>
State/Province:	<input type="text"/>
Zip/Postal Code:	<input type="text"/>
Country:	<input type="text"/>
Email Address:	<input type="text"/>

Your participation in this exit questionnaire form is greatly appreciated. Good luck in your future endeavors!



Appendix J

Knowledge Management Toolkit

Introduction to the Knowledge Management Toolkit

The Office of Human Capital and Workforce Innovation, Planning and Innovation Branch adapted the Baldrige National Quality Program's Knowledge Management Toolkit (Toolkit) for the Department of Toxic Substances Control's Performance Managers. This toolkit provides a detailed mechanism for program Performance Managers and the information technology (IT) Performance Managers to assess their current practices for managing their program's knowledge—both human (personalized) knowledge, and hardcopy and electronic (codified) knowledge.

The Toolkit is comprised of the following thirteen forms (Forms A – M):

- Form A – Infrastructure Diagnostics
- Form B – Electronic Knowledge Processes and Technology Enablers
- Form C – Initial Strategic Diagnostics of Electronic Resources
- Form D – Evaluating Strategic Intent, Organization Context, Technological Constraints, Financial Considerations, and Short-Term and Long-Term Goals
- Form E – Evaluating Successful Knowledge Management
- Form F – Initial Organizational, Process, Culture, and Infrastructure Dependency Knowledge Diagnostics
- Form G – Knowledge Management Focus: Codification or Personalization?
- Form H – Top Five Resources for your Program's Knowledge Management
- Form I – Knowledge Resources Analysis
- Form J – Current Standing of your Top Five Knowledge Resources
- Form K – Ranking Characteristics of your Program Knowledge Work Processes
- Form L – Fitting the Capability Framework for your Knowledge-Related Assets
- Form M – Listing Program Assets

Forms A and B are completed by IT Performance Managers in conjunction with program Performance Managers.

Forms C – M are completed by the program Performance Managers. Information on the forms that pertains to data bases, electronic communications, or any other IT program area should be shared with IT Performance Managers. It is critical for the future success of the Department and programs' knowledge management that this coordination occurs.

Completing the Toolkit provides the information a Performance Manager needs to identify his or her current knowledge management successes and deficiencies. The Toolkit also provides the background necessary to develop a process for the transfer of institutional knowledge currently held in the Department's programs and ensures it is effectively and efficiently passed on to future employees and Performance Managers. The Training Unit plans to provide a class for Performance Managers on using the Knowledge Management Toolkit.

**Department of Toxic Substances Control
Knowledge Management Toolkit for Performance Managers**

FORM A

Infrastructural diagnostics

To be completed by IT Performance Manager in conjunction with Program Performance Manager(s)

Inventory question	Department of Toxic Substances Control (Department)	
	Yes/No	Comments
Does the Department have a local area/ wide area computer network?		
Does the Department network support remote access?		
Does it support remote dial-up access? If not, does it allow remote connectivity through an ISP's network?		
Does the Department currently use an Intranet? How? Effectively?		
Does the Department currently use an extranet? How? Effectively?		
Does the Department use video conferencing? How? Effectively?		
Does the Department use any specific decision support systems?		

Is the Department standardized on a single computing platform such as Windows or Mac? If not, what are the different platforms used by the Department's employees?		
Does the Department currently use GroupWare or collaborative platforms such as Lotus Notes?		
Does the Department extensively use mobile computing solutions such as Palm Pilots? If your Department does not officially use such solutions, do your employees use these in high numbers?		
Does the Department currently deploy something like a skills database? If so, are your employees satisfied with its a) currency b) quality?		
Does the Department currently use document management solutions? If yes, can you list the primary reason why? (This is a seemingly straightforward question, but one that is the most difficult to accurately answer).		
Does the Department currently use a project management tool for tracking projects and assignments? Examples of such tools include MS Project.		
Does the Department acquire software through site licenses?		
Does the Department make needed data and information available to its workforce? How?		
Does the Department make needed data and information available to partner agencies or contractors? How?		

Does the Department make needed data and information available to its stakeholders? How? Is this effective in meeting stakeholder needs?		
Does the Department ensure hardware and software are reliable, secure and user-friendly? How?		
In the event of an emergency, does the Department ensure continued availability of hardware and software systems and the continued availability of data and information? How?		
Do you keep your data and information availability mechanisms, including software and hardware systems, current with business needs and directions and with technological changes in your operating environment? How?		
Does the Department ensure the accuracy of its organizational data information? How?		
Does the Department ensure the integrity and reliability of its organizational data information? How?		
Does the Department ensure the timeliness of its organizational data information? How?		
Does the Department ensure the security and confidentiality of its data? How?		

Knowledge Management Toolkit for Performance Managers

FORM B

Electronic knowledge processes and technology enablers

To be completed by Program Performance Managers in conjunction with IT Performance Manager

Knowledge objective	Technology enablers Examples:	(1) What technology enablers currently exist in your program? (2) What technology enablers do you want/need for your program
Find knowledge	Knowledge-bases in consulting firms; search and retrieval tools that scan both formal and informal sources of knowledge; employee skills yellow pages.	(1) (2)
Create new knowledge	Capturing of collaborative decision-making processes; DSS tools; rationale capture tools; Notes databases; decision repositories; externalization tools.	(1) (2)
Package and assemble knowledge	Customized publishing tools; information refinery tools; push technology; customized discussion groups; electronic "desk" manuals.	(1) (2)

Apply knowledge	Search, retrieval, and storage tools to help organize and classify both formal and informal knowledge.	(1) (2)
Reuse and revalidation of knowledge	Customer support knowledge bases; consulting firm discussion databases; past project record databases and communities of practice.	(1) (2)

Knowledge Management Toolkit for Performance Managers

FORM C

Initial strategic diagnostics of electronic resources

To be completed by Program Performance Managers to share with IT Performance Managers

Question	Rating: (Use scale of 1-5) Use 1 for 'very low' and 5 for 'very high'.	Notes
Strategic Questions		
How high would you rate your program's reliance on past data patterns for future decision making?		
Where does your program rank in terms of its possession of core knowledge required in environmental management relative to other environmental agencies and companies?		
Where does your program rank in terms of its possession of advanced knowledge required in environmental management relative to other environmental agencies and companies?		

<p>Where does your program rank in terms of its possession of innovative knowledge required in environmental management relative to other environmental agencies and companies?</p> <p>Does this knowledge allow your program to participate, regulate and/or lead in your field?</p>		
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Knowledge Management Toolkit for Performance Managers

Form D

Evaluating strategic intent, organizational context, technological constraints, financial considerations, and short-term and long-term goals

To be completed by Program Performance Managers

Strategic Intent	Comments
What is the time frame within which your knowledge management project must be delivered? Think about who has the knowledge and who needs to receive or develop it. Focus on the initial phases of your knowledge management project and keep the complete knowledge management system and strategy in view at the same time.	
Can you identify changes that need to be made in your program to manage knowledge? Do you think your program is capable of redirecting its learning efforts to create new competencies and knowledge that help it retain its effectiveness in your responsibility areas of environmental management?	
Does your program's Deputy Director understand what, if anything differentiates your products or services from those of other departmental programs or environmental agencies?	
Organizational context	
Where does your program's knowledge management team fit in the organizational hierarchies? Does it fit vertically or horizontally in the value chain?	
Who are the members of your program's knowledge management team? Are any critical knowledge areas not covered? If so, what ones?	

What level of commitment does the knowledge management team have from the senior management and from the users? If it's poor, what can be done about it?	
What are the cultural blockades that should be expected? Does the program culture actually fit with the knowledge sharing attitude that is needed to make a knowledge management system work? If not, what changes in reward structure are necessary? Who has the authority to make such changes? Are they willing to make them?	
Has any other environmental management agency or company implemented a project like this? What do we know about it? If it was successful, is there some way to get a key participant to share knowledge with us? Should use that transfer of experiential knowledge?	
Technological constraints	
What are the technological limitations in terms of existing platforms, program-wide and department-wide network standards, etc.?	
Financial considerations	
What are the internal (program/Department) financial constraints?	
What are the formal budgetary (State budget/Dept. of Finance) limitations?	
What are the payoff demonstration (bang for the buck) requirements imposed by senior management?	
What are the critical missing elements in terms of skills, people, and knowledge that are still missing in the team? Can consultants help? If so, which ones and how?	

What are the immediate payoffs? If there are none, when will the payoffs begin to show up? If that is not viable either, how will the value of the project be demonstrated and tested?	
Does the program understand the credibility, respect, and competitiveness related benefits that its knowledge assets hold for the future?	
Short-term and long-term goals	
What is program strategic goal for the long term?	
What is the program's performance goal in the short term and the long term? Define short-term and long-term relative to your knowledge management project.	

Knowledge Management Toolkit for Performance Managers

FORM E

Evaluating successful knowledge management

To be completed by Program Performance Managers

Diagnostic question	Comments
What are the logical program processes for which knowledge management can provide logical extensions?	
Is your program more focused on its outputs or services than on the processes that go into building them? How can program processes most effectively be passed along?	
Do you need to “sell” your Deputy Director that investing in managing knowledge is valuable? What are your selling points that will convince a reluctant manager of the value of investing time to manage knowledge of these program processes?	
What are the selling points that will help convince your program’s employees of the value of investing time to manage knowledge of these program processes?	
In what terms can you demonstrate short-term benefits of knowledge management in your program?	
In what terms can you demonstrate long-term benefits (E.g. upward mobility, career development, etc.) of knowledge management in your program?	

Knowledge Management Toolkit for Performance Managers

FORM F

Initial Organizational, process, culture and infrastructure dependency knowledge diagnostics

To be completed by Program Performance Managers

Initial Diagnostic Question	Comments
Overall:	
Do you consider your program to be knowledge intensive?	
Do you consider your program to be information intensive?	
What types of knowledge do you think are critical to your program's future success?	
What would you rate as the top three types of knowledge management? (e.g. organizational, process, culture, technology infrastructure, others)	(1) (2) (3)
Where, on the Bohn scale (see below), do you believe your program falls as a whole?	
Where do the key processes that drive your program fall on the Bohn scale?	
Would you be able to claim that your program deals with processes rather than functions? This means, it's process centric not function-centric.	
Has your program identified the processes that are needed to achieve long-term strategic objectives and goals? If so, what are they?	
If you were to state one single reason why knowledge management could never work in your program, what would that be?	

Organizational	
What benefits do you think your program could realize if it improves the ways it organizes and reuses existing skills and experience?	
Is composition of teams in your program governed by creating the right mix of competencies needed for the task or project at hand?	
How do you characterize your program's structure and organization?	
Would you say that authority is decentralized to the unit level?	
Are functional disciplines in your program team-based rather than job-based?	
Does your senior management focus on output performance alone? Output performance and future environmental management planning?	
Would you regard your program's management style as reactive or proactive?	
Intellectual and cultural	
Would it be possible to actually use knowledge, skills, competencies and best practices in your program in a better way than you see them being used at this point in time? If so, how? Would these changes more effectively pass knowledge to the future? Why? How?	
Would you agree that the organizational units in your program have a great deal of freedom to act and have bottom-line responsibility for their actions?	
Does your program depend on the knowledge and competence surrounding its people?	

Does your program depend on the knowledge and competence surrounding its technology infrastructure?	
What emphasis does your program actually place on these?	
What type of culture do you have in your program? It is a sharing culture?	
Does it (your Program's culture) reflect internal competitiveness?	
Can knowledge of multiple team members or stakeholders be added to create synergy and cohesion?	
When your program encounters a new problem can you quickly identify and mobilize the people who can solve it? If so, how do you accomplish this?	
What does your program reward—team performance or individual performance? Both?	
Are your employees responsible for creating additional value in processes? Does it count in their performance evaluation or recognition?	
Do you consider your program to be grounded in its HUMAN CENTRIC ASSETS—skills, competencies, etc.? Are these valued in your program? How is this communicated to employees?	
Is out-of-the-box thinking encouraged?	
Is out-of-the-box thinking rewarded?	
Does your program encourage socialization across unrelated knowledge worker groups?	
Does your program use professional discussion groups such as Web-based forums? Do these help to manage knowledge? How?	
Infrastructural—Hardware, software, DBs	
Does your program have data communication networks?	
Does your program have knowledge bases and repositories such as stakeholder mailing lists, technologies, and green	

alternatives?	
Does your program have and support telecommuting?	
Does your Department have an Intranet? Blog? If so, is it useful?	

Bohn's stages of knowledge growth (Bohn, 1994; Tiwana, 2002)

<i>Stage</i>	<i>Name</i>	<i>Comment</i>	<i>Typical form of knowledge</i>
1	Complete ignorance		Does not exist (nowhere)
2	Awareness	Pure art	Tacit (primarily)
3	Measure	Pre-technological	Written (primarily)
4	Control of the mean	Scientific method feasible	Written and embodied in hardware
5	Process capability	Local recipe exists	Hardware and operating manuals
6	Process characterization	Tradeoffs to reduce costs are know	Empirical equations (numerical)
7	Know why	Science	Scientific formulas and algorithms
8	Completed knowledge	Nirvana	(Never happens)

Knowledge Management Toolkit for Performance Managers

FORM G

Knowledge management focus: codification or personalization? Where does your program stand? Do you need more balance or a shift in some areas?

(Use percentage weight in each category, e.g. 70% Codification; 30% Personalization)

To be completed by Program Performance Managers

Codification	Weight	Program Strategy Question	Weight	Personalization
Providing high quality, reliable, fast and cost effective services.		What types of environmental management does your program perform?		Providing creative, rigorous, and highly customized services and products.
You reuse portions of old documents to create new ones. You use existing products to create new ones. You know that every time you have to deliver something new to a stakeholder, you need not begin from scratch.		How much old material such as past project data, existing documents and archived projects do you reuse as a part of new projects?		Every problem has a high chance of being a “one of” and unique problem. Although cumulative learning is involved, highly creative solutions are often called for.
IT is a primary enabler; the objective is to		How best can you describe the role that IT plays in your program’s work processes?		Storage and retrieval are not the primary applications of IT; IT is

connect people distributed across the Department with codified knowledge (such as reports, documentation, codes, etc.) that is in some reusable form.				considered a great enabler for communications; applications such as email and video conferencing are considered the most useful applications; conversations, socialization, and exchange of tacit knowledge are considered to be the primary use of IT.
Employees are rewarded for using and contributing to databases such as notes discussion databases.		What is your reward structure like?		Employees are rewarded for directly sharing their knowledge with colleagues and for assisting colleagues in other locations or offices with their problems
Employees refer to a document or best practices database that stores, distributes, and collects codified knowledge.		How is knowledge exchanged and transferred?		Knowledge is transferred person-to-person; intra-program, department or agency networking is encouraged to enable sharing of tacit knowledge, insight, experience and intuition.
Economies of scale lie in the effective reuse of existing knowledge and experience and applying them to solve new problems and complete new projects.		Where do your program's economies of scale lie?		Economies rest in the sum total of expertise available within the program/Department; experts in various areas of specialization are considered indispensable.
Large teams; most members are junior level employees; a few project managers lead them.		What are your typical team structure demographics?		Junior employees are not an inordinate proportion of a typical team's total membership.
Total weight		Add weights in the two columns		

Knowledge Management Toolkit for Performance Managers

FORM H

Top five resources for your program's knowledge advantage

To be completed by Program Performance Managers

Resource Example: Water sampling protocol databases

Description Example: Enables our program to respond to hazardous substances emergencies in a better-than (industry)-average response time.

Resource	Description
Knowledge advantage resource 1	
Knowledge advantage resource 2	
Knowledge advantage resource 3	
Knowledge advantage resource 4	
Knowledge advantage resource 5	

Knowledge Management Toolkit for Performance Managers

FORM I

Knowledge Resource Analysis

To be completed by Program Performance Managers

Resource number (circle one) 1 2 3 4 5	Comments	
Resource description:	Yes - explain	No - explain
Example: Our program's ability to respond to a hazardous substance emergency in a better than (industry) average response time.		
Is this knowledge resource improving?		
Is it worsening?		
Can we ensure that we continue to improve/maintain high quality? How?		
Are we making the best use of this knowledge resource?		
Do all employees recognize the value of this resource?		
Is this knowledge asset durable?		
Will it decline over a period of time? Example of this can include the skills of employees in a technology bound to be obsolete after a certain period of time, such as skills tied to a specific version of a technical protocol.		

Can other programs easily identify and copy this resource?		
Can this knowledge 'walk out the door' (i.e. through retirement, resignation, transfer, etc.)?		
Is the knowledge changing over time?		
Will our program need this knowledge after 5 years? 10 years?		
Do you need to ensure you do not lose this knowledge?		

Knowledge Management Toolkit for Performance Managers

FORM J

Current standing of our top five knowledge resources

To be completed by Program Performance Managers

Stage	Resource 1	Resource 2	Resource 3	Resource 4	Resource 5	Description/Diagnostic
0						We don't even know the good from the bad in terms of outcomes.
1						We have no knowledge; each time we have to make a decision, it's by trial and error.
2						We have only tacit knowledge, which is in the form of personal knowledge held by person(s) _____ and _____.
3						We have tacit knowledge; we have converted it into methods for solution and rules of thumb, it often works (but need not always be true)
4						Some knowledge exists in explicated form (E.g. an electronic or paper "desk manual", data base), but no one really uses it.
5						Knowledge exists in explicated form. We use it but need tacit knowledge possessed by person(s) _____ and _____ to be able to apply it well.
6						Knowledge exists in explicated form. We use it but need tacit knowledge possessed by person(s) _____ and _____ to be able to apply it in some circumstances; but unless things are really different from 'normal' we can do without the tacit component. When ever we use this explicit knowledge, we validate it or contribute back to it (examples would include adding notes to

						databases for 'quick and dirty' similar jobs in the future).
7						Tried and tested models now exist; We can simulate conditions; do what-if analysis in complex circumstances; we can modify behavior accordingly; it always works. Tacit content of the sum total of knowledge is very low. We validate existing knowledge when ever we use it. Our program has a strong 'unlearning' capability. Our culture truly promotes knowledge sharing and synergy. We do not think we have left any stone unturned in leveraging our program's knowledge
8						Difficult to characterize

Knowledge Management Toolkit for Performance Managers
FORM K
Ranking characteristics of your program knowledge work processes
To be completed by Program Performance Managers

Characteristic to be evaluated	Current Stage of Knowledge									
	1	2	3	4	5	6	7	8		
Nature of your program's productivity	Expertise based				Procedure based					
Role of workers	Everything			Problem solving			Learning and improving			
Location of knowledge	Tacit			Written and oral			In databases and software			
Nature of problem solving	Trial and error			Scientific method			Table look up			
Nature of organization type	Organic (2 nd nature)			Mechanistic			Learning			
Suitability of automation	None				High					
Ease of transfer	Low				High					

Knowledge Management Toolkit for Performance Managers

FORM L

Fitting the capability framework for your knowledge-related assets

To be completed by Program Performance Managers: Measure on a scale of 1-5 (1= lowest/worst; and 5= highest/best)

Dimension	Your Department	Your Branch/Program	Your Unit(s)
Regulatory Capability			
Knowledge of regulations			
Knowledge of laws			
Databases of Regulations			
Databases of laws			
Proprietary technology			
Methodologies			
Positional Capability			
Path-dependent capabilities			
Knowledge reputation			
Service reputation (internal)			
Service reputation (external)			
Functional Capability			
Lead times			
Accessibility of past knowledge			
Innovative capabilities			
Individual skills			
Team skills			
Distribution of know how			
Cultural Capability			
Tradition of being <i>best</i>			
Tradition of sharing			
Tradition of cooperation			
Tradition of risk sharing			

Perception of quality standards			
Ability of employees to work in teams			
Capability to respond to stakeholder challenges			
Innovation			
Entrepreneurial and intrapreneurial drive in employees			
Employee initiative and motivation			
Tradition of cooperation			
Tradition of risk sharing			
Perception of quality standards			
Ability of employees to work in teams			
Capability to respond to stakeholder challenges			
Innovation			
Entrepreneurial and intrapreneurial drive in employees			
Employee initiative and motivation			

Knowledge Management Toolkit for Performance Managers

FORM M

Listing program assets

To be completed by Program Performance Managers

Form Attributes	Description
Paper	
Electronic	
Formal (file, word document, spreadsheet, repository, etc.)	
Informal (multimedia, sound, video tape, etc.)	
Tacit or mentally held knowledge	
"Pointer" (E.g. to a person who has solved a problem of similar nature in the past)	
Other program-specific Form Attributes:	
Type Attributes	Description
Law	
Regulation	
Procedure	
Guideline	
Protocol	
Manual	
Reference	
Timeline	
Note	
Memo	
Best practice reports (commendation, recognition – formal or informal)	
Worst practice reports (informal to formal disciplinary actions)	
Other program-specific Type Attributes	

